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The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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CUTTING FAILURES in Math., Foreign Language

By
ARTHUR C. HEARN

AMONG THE many new experiences which face incoming high-school pupils is the selection of courses. This need for selection did not exist for many of them in the elementary school. For the most part, recognition of individual differences was made *within* a prescribed curriculum during their earlier years of schooling.

Thus each year thousands of beginning high-school pupils face for the first time such formidable concepts as "requirements," "electives," "college preparatory courses," "vocational courses," and the like. Some drift into classes in algebra, Spanish, Latin, or French for such reasons as "I'm going to college," "My friends are taking them," or "My parents insist." Probably at no other point in the pupils' school career is good educational guidance and counseling more essential.

The fields of mathematics (beyond "general" mathematics) and foreign languages are singled out for discussion here because of the excessively high percentage of failure in them, and, more important, because good guidance and counseling can do so much to reduce this failure.

The first step should take place not later than the spring of the eighth school year, since these subjects ordinarily are first offered to ninth-grade pupils. It is very important that each pupil's four-year program

be considered *as a whole*—that his tentative program be agreed upon for grades nine through twelve. Periodically during the four-year period this plan should be reviewed, and, if necessary, revised in accordance with cumulative personnel data.

This procedure makes possible a balance between "required" and "elective" subjects which is not always obtained when planning is done on a year-to-year or semester-to-semester basis. Thus the pupil attempting to meet even the most prescriptive group of college-entrance requirements will not usually find it necessary to enroll in more than four such subjects in any one school year. This in itself will tend to reduce failures.

EDITOR'S NOTE

Mr. Hearn believes that the excessive rates of failure in mathematics and foreign languages can be cut considerably. His experiences in several high schools that have succeeded in reducing these failures indicates that among other steps, timing is important for the marginal students. Sometimes their success or failure depends on when they take such courses. The author is associate professor of education in the School of Education, University of Oregon, at Eugene.

The fact that ordinarily not more than two years of mathematics (e.g., algebra and plane geometry) and two years of a foreign language are required for college entrance suggests another method in reducing failure—that of postponing these subjects, for some students, until the tenth or eleventh school years. Unless planning is done on a four-year basis, pupils tend to enroll in algebra and foreign-language classes in the ninth grade.

It must be recognized that some pupils are well prepared to do satisfactory work in these fields at the ninth-grade level, and that some of them should be *encouraged* to start them at that time. For example, the pupil with demonstrated aptitude and interest in the field of engineering will ordinarily profit from the study of trigonometry, advanced algebra, and solid geometry in high school. In order that these may be included in his program he should complete elementary algebra and plane geometry by the tenth grade. The counselor should point out, however, the necessity not only of satisfying course requirements but also of doing excellent work in them, since, for the engineer, mathematics courses are an essential part of vocational training, and since, too, colleges are interested in the *quality* of the preparatory work.

How, then, can the counselor help answer the question: "*Who* shall enroll in foreign language and mathematics courses, and *when* shall they enroll?" The following suggestions are based on the writer's experience in dealing with this problem in several high schools over a period of many years.

It is suggested that a standard achievement test be given to each eighth-grade pupil, preferably in the spring of the year, and that the scores made in the mathematics and language sections be used as a criterion for assignment to mathematics and foreign-language classes. Pupils who are at least one full year advanced in both reasoning and computation in arithmetic ordinarily will

do satisfactory work in algebra in the ninth grade. Pupils who fail to achieve a score equal to the norm for their grade level in both reasoning and computation ordinarily will profit from a one-year course in general mathematics in the ninth grade.

This additional work in mathematics, plus the gain in mental maturity during the ninth school year, can be expected to increase materially the chances of doing satisfactory work in algebra in the tenth grade. For pupils between these two extremes, such criteria as teachers' judgment and the pupil's previous record in arithmetic may be added to the achievement test results, and counseling then given on an individual basis.

In considering enrolment in foreign-language classes the same procedure could be used, substituting test results, teachers' judgment, and the pupil's previous record in the language arts for the corresponding data in arithmetic.

If parents insist upon enrolling their children in certain courses against the recommendation of the counselor, it should be remembered that the counselor's role is one of assistance rather than of prescription. His professional responsibility is to help pupils and parents to make valid decisions on the basis of the best evidence available. It is likely that only in very rare cases will a pupil or parent desire to act contrary to the counselor's recommendation if the evidence is presented clearly and truthfully. For the few exceptions, it is best to let the parent make the final decision, and see that the circumstances of that decision are added to the written record and thus available for future reference.

It must be admitted that the schools themselves, because of inadequate guidance and counseling services, are largely responsible for many of the failures which occur in their classrooms. By instituting programs such as the one described here some schools have greatly improved their services. But more—much more—remains to be done.

THE FILMSTRIP:

A Guide to A-V's Work Horse

By
KENNETH V. LOTTICK

ALTHOUGH THE glamour triplets of A-V—the motion-picture projector, the tape recorder, and now TV—presently offer great possibilities for greater teaching, there are at least three more prosaic tools of audio-visual instruction which ought to be in more general use. These are the work horses of A-V; they can be used almost anywhere, are relatively inexpensive, and comparatively easy to use.

They are (1) the blackboard, or rather, chalkboard, (2) the opaque projector, and (3) filmstrips.

The last mentioned will be the subject of this article.

The use of the filmstrip projector represents a particularly satisfactory and non-costly way for obtaining those deeper vicarious experiences which often come through the senses and usually lead to a more permanent type of learning.

A filmstrip projector is so simple that an operator can be trained in a matter of minutes. It is so inexpensive that, in a small school, individual rooms can be supplied at a cost lower than that of purchasing motion-picture equipment. Thousands of filmstrips are readily available, either free or at a small rental. Moreover, the use of filmstrips allows each teacher the opportunity of making his own sound-track, a commentary which can be as long or as short as the needs of his group require, and which can be adapted completely to the level of the listening group.

Filmstrips frequently are called by other names. Thus, stripfilms, stillfilms, slidefilms, Picturols, and other trade names all refer to the continuous strip of 35mm film

containing from 10 to 100 frames, in black and white, natural colors, or color tints. By any name, this is the simplest, least expensive, and, possibly, the most effective of the "machine-type" visual aids. Moreover, it is not too difficult for the average teacher to "read up" on filmstrips and their use.

The standard A-V texts are Dale's *Audio-Visual Methods in Teaching* (New York: Dryden); McKown and Robert's *Audio-Visual Aids to Instruction* (New York: McGraw-Hill); Haas and Packer's *Preparation and use of Audio-Visual Aids* (New York: Prentice-Hall); Kinder's *Audio-Visual Methods and Techniques* (New York: American Book Co.) and McClusky's *Audio-Visual Teaching Techniques* (Dubuque, Ia.: Brown).

The standard periodicals for A-V are *The Educational Screen*, *Audio-Visual Guide*, *See and Hear*, and *The Film World*.

Volumes discussing filmstrips particularly are Falconer's *Filmstrips* (New York: McGraw-Hill); *The Filmstrip Guide*, Revised edition 1950 and annual volume 1951, from January 1947 to June 1951, with quarterly supplements issued in December, March, and June (New York: H. W. Wilson Company); and *The Educator's Guide to Free Slidefilms*, issued annually at Randolph, Wisc.

Vera M. Falconer, consultant in Visual Presentation, New York City Schools, produced in 1948 what may be called a bible for filmstrip users. In addition to discussing thoroughly the philosophy and utility of the strips, she has described more than three thousand of them and has arranged her comments under the heads of the various

EDITOR'S NOTE

Dismissing for the moment what he calls "the three glamor triplets of A-V," Dr. Lottick turns to the filmstrip—a "work horse of A-V." He believes that filmstrips are the "simplest, least expensive, and, possibly, the most effective of the 'machine-type' visual aids." This guide to filmstrips lists books dealing with filmstrip teaching technique, catalogues of filmstrips, and some chief sources of filmstrips. Dr. Lottick is associate professor of education and director of teacher education at Willamette University, Salem, Ore.

teaching areas, beginning with Agriculture and Forestry, and continuing through Vocational Training. Especially good are the list of slidefilms for science and social science, which together cover 200 pages.

The first hundred pages of Miss Falconer's *Filmstrips* are devoted to an interpretation of three fundamentals of audio-visual technique: (1) "What are Filmstrips?" and "Criteria for Selection"; (2) "Using the Filmstrip" (with attention placed on both school and non-school uses); and (3) "Projection," which offers simple rules for operation of the projector and classroom administration in preparation for the showing of the strips.

A "Distributor Directory"—quite a god-send to the neophyte in filmstrips—and a 34-page index of subjects complete the book. Moreover, *Filmstrips* is adequately illustrated, frequently with reproductions from the films themselves.

Wilson's *Filmstrip Guide* begins where Falconer leaves off, i. e., January 1947. It describes 2,968 filmstrips under two listings: (1) An alphabetical Title and Subject Guide, and (2) A Classified and Annotated Subject Guide, according to the Dewey System. Frederic A. Krehn, the editor, suggests that January 1947 was selected as the starting point to avoid duplication of the three thousand strips already annotated by Mrs.

Falconer. However, some films of an earlier date, not to be found in Falconer, are listed in the *Filmstrip Guide*. There are 268 pages in the 1950 edition of the *Wilson Guide*, and with the 1951 Supplement and quarterly issues it runs well above 300 pages.

Mr. Krehn describes the contents of the *Guide* as including "filmstrips made for religious education, industrial training, etc., as well as those intended specifically for school use. Sponsored or free filmstrips are listed, as well as those which are available for purchase."

The Educator's Guide to Free Slidefilms is the most complete sourcebook for free filmstrips. This listing provides the teacher with accurate descriptions of strips and complete instructions and addresses for obtaining them. Along with the *Guide to Free Films*, also published at Randolph, Wisc., this index makes it possible for the teacher operating on a slim budget to provide both films and filmstrips to enrich teaching procedures. However—and this is also true for any film—the teacher should never undertake to show materials to his classes before carefully viewing them himself and noting what possibilities they offer for instruction.

Excellent sets of slidefilms are produced and distributed by the Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. These cost from \$19 to \$45 for a set of five to twelve rolls. Especially good titles are *Basic Electricity*, *Water Life*, *The Sky Series*, and *Introduction to Fractions*. Jam Handy produces many more series and there are, of course, a number of other distributors, notably Young America Films, Popular Science, Encyclopaedia Britannica Films, Society for Visual Education, Knowledge Builders, Films Incorporated, and Eyegate House.

Within the past few years *Life* magazine, too, has entered the filmstrip field. Superb subjects already issued include *Heritage of the Maya*, *Emerson's New England*, *The Middle Ages*, and *The Atom*. These were

described in the "Education Issue" of *Life*, October 16, 1950. New releases for 1951 are *The American Revolution*, *France in the 18th Century*, and *Renaissance Venice*. Another of *Life's* latest strips is *South Africa*, and this one portrays very vividly the problems of discrimination and clash of cultures in that southern land.

A prospectus may be obtained by writing to *Life* Filmstrips, 9 Rockefeller Plaza, New York 20, N. Y. Each strip sells for \$4.50, and this price includes carefully written lecture notes. In the words of another commentator, these well-edited pictures, most of which are in color, succeed in "making the culture of the past, the science and industry of the present, the broad social scene, and the crucial national and international problems of the day vivid and interesting."

Probably the latest comer to the field of filmstrips is the one-hundred-year-old *New York Times*. Thus, it may indeed be symbolic of the need for education in our time that this venerable and discriminating organization undertook the preparation of this comparatively new teaching device in the beginning of its second century.

The *Times'* titles published in 1950-1951 were *The Uneasy Borders of Communism*, *Pivot of Asia—India and Pakistan*, 150 Mil-

lion Americans (the story of the 1950 census), and *Our Southern Neighbors*, among others. The strips are quite inexpensive. According to Delbert Clark, director of Educational Activities, "As a contribution to the advancement of education, *The Times* sells these filmstrips at cost of production. A subscription for a full series of eight costs only \$12. A single film costs \$2, or \$1.50 if five or more prints are purchased."

Although they are comparatively cheap to buy, most filmstrips also can be rented. The usual cost is around 50¢ per day, and this price is reduced when a number are contracted for in advance or are needed for more days than one. The back pages of each of the A-V periodicals mentioned before will suggest sources near you. Moreover, most state departments of education operate film and filmstrip distributing centers.

Let's use A-V in teaching, but let's not allow the procedure to become the "Big Top." A-V can only be, at best, a circus wagon or a motor truck for use in "setting the stage." Then it is that learning begins—not before. And the use of three simple aids, the blackboard, the opaque projector, and the filmstrip, will help preserve the proper balance between "method" and direct teaching objectives.



Communiques from the English Battle Front

My sophomore class threw up their hands in complete disgust when I announced in class that we were going to read this English novel [*Silas Marner*]. They yelled so loudly that I began to worry.—LUCY ANN MCKENZIE.

"Double, double toil and trouble" was my theme song the first time I tried to teach Shakespeare's *Macbeth*. After a hurly-burly of groans, apathies, and dilemmas, I was only too glad when the Shakespeare unit was over and the predicate nominative resumed.—ELIZABETH MCDANIELS ARNOLD.

Girls no longer palpitate, as their grandmothers did, when Rochester [in *Jane Eyre*] clenches his teeth or Heathcliff [in *Wuthering Heights*] broods

in mysterious silence; they are more inclined to giggle. And . . . boys . . . have been known to refer to the too-perfect Ellen Douglas [in *Lady of the Lake*] as "Tugboat Annie." . . . Last year a group of ninth-graders were frankly dissatisfied with the *Ancient Mariner*. "Yes," they agreed, "the word pictures were beautiful, but what was it meant to be—a ghost story? Not a very good one, surely."—ROSEMARY S. DONAHUE.

CH Ed Note. These statements are taken from three articles in the January 1952 *English Journal*. Let no reader assume that the three teachers are reporting failures—they go on to tell what they did about the matter. Nevertheless here is a fair picture of what English teachers often are up against.

"When a Feller Needs a Friend":

Student Assistants for the SUBSTITUTES

By IRWIN SOKOL

HEV, DID YOU hear? Miss Tury is out today. There's a substitute." This was the remark one over-exuberant pupil after another yelled across the hallways.

Immediately plans for marvelous means of torture went into production. The handbook, "How to Make New Teachers Gray," was hurriedly thumbed through. Systematic plans were organized—pupils decided who would cough first, who would go to the basement first, who would hiccough, who would sharpen his pencil, who would bang down his desk top, and who would get them off the subject.

What a wonderful way to initiate an ambitious beginner on the road to professional growth!

Rawlings Junior High School in Cleveland, Ohio, has a plan to help smooth the road for the hapless substitute. During World War II, because of the shortage of substitute teachers, extra classes overburdened the regular staff. Sometimes classes had to meet with no teacher present at all. As a possible solution to the problem, the "student-teacher" or student-assistant idea was conceived. After the end of the war and a partial return to normalcy, the plan continued in force. It was evident that the students were realizing a new responsibility to themselves and to their school. Also, substitute teachers were very appreciative of this extra help in handling their classes.

The program works in this manner. Students who are members of the "Student Teacher Organization" are assigned to an absent teacher's classes. They perform cer-

tain duties: (1) They check attendance and record absences; (2) They help with the problems of discipline. Talking quietly to the trouble-makers, they are usually more influential than the poor stranger in the front of the room. If certain students become nuisances, the "student teacher" takes down their names and notifies the adviser or, in emergencies, the principal's office; (3) Once in awhile they do board work for the substitute, but the practice is not encouraged.

It is obvious that choosing "student teachers" who can command respect is very important. Qualifications that a pupil must meet in order to be admitted to the Student Teacher Organization are:

(1) Better-than-average grades, since they are called out of study halls and even some classes, on occasion; (2) a fairly good personality, as they must be able to get along with the other students and the substitute; (3) a good attendance record—they must be available when called upon; (4) clean dress, not necessarily new; (5) a willingness to be of service to others; (6) they must be 9B's (a first-semester senior in the junior-high-school 6-3-3 plan) upon election, so that they have a full semester to "learn the ropes" and can teach the others in turn during the following term.

About the third week of school, after programs are stabilized, the daily bulletin carries announcements that some positions are available in the Student Teacher Organization. Interested pupils are told to report to the adviser at stated times for information. Applicants must obtain written recom-

mendations from three of the classroom teachers they have had during their stay in the school, plus one from their homeroom advisers. Usually this is a fair weeding-out process.

After a week's time, no new names are accepted, and the list is tabulated and presented to the "regular" veteran "student teachers" for criticism. Very informally, and usually quite fairly, they discuss the names. Some common reasons for non-acceptance are: "He is always talking, himself." "Too bossy," "Can't take care of himself," "Too small," "A big show-off."

The remaining names undergo further eliminations through conferences with the office staff, examination of pupil record cards, and informal conferences with various teachers. Those who have been accepted have their names announced in the daily bulletin with a flourish. Usually the total number accepted at one time is not more than a dozen, so that the organization has a total of between 20 and 25 pupils altogether. With 1,100 pupils, this number has proved sufficient.

Each morning the adviser receives from the office the names of teachers who are not going to be in school that day. With the aid of the Master Program, he finds which classes will need "student teachers," and fills out the following Student Teacher Excuse form:

STUDENT TEACHER EXCUSE

Name Date
 H.R. From To
 Period Adviser

The adviser fills in the "To" space—class assigned to; the "Period" space—the time assigned to; the "Date" space; and signs his name. All entries are done in ink. Two student-teacher secretaries then take over the job of filling in the other blanks and assigning students for the day. They have the programs of all the student teachers, and

from these they select those who will help out.

The adviser should check to see that everybody has an equal number of calls. To facilitate this checking and to enable the adviser to know where students are assigned, a notebook is kept. This information is recorded daily: the names, periods, and room locations of all those out on duty.

During the first few weeks, a 9B is sent along with a 9A pupil to his class to help him become acquainted with the job. Otherwise, only one "student teacher" is assigned to a room where there is a substitute present.

The Student Teacher Excuses are distributed in the morning before classes officially begin. The pupil who has been assigned to a particular class first shows his excuse to the teacher of his class for that period in order to be checked out. He then takes it to the class to which he is assigned and gives it to the substitute. Frequently the pupil must explain to the teacher what purpose he is to fulfill. The excuse slip seems to lower the barrier between the pupil and the substitute.

All organizations need to have meetings. Every two weeks the student teacher group gets together. They have a president, a treasurer, two executive secretaries, and a recording secretary. The president confers with the adviser about meeting agendas and takes charge of the meeting. The strength of this officer determines the number and type

EDITOR'S NOTE

Mr. Sokol is director of Rawlings Junior High School's program of student assistants for substitute teachers. These "student teachers" are provided chiefly to help the substitute on one of his toughest problems—discipline. They also attend to some of the routine duties that allow the substitute to devote more time to teaching. The school is in Cleveland, Ohio.

of the activities of the organization. The treasurer merely collects dues at the meetings, if any are collected at all. The recording secretary keeps the minutes.

The two executive secretaries are the "work horses." They are students who come to school early, whose homerooms are close to the adviser's room, and whose attendance is superior. They are the secretaries referred to previously.

Each student teacher is provided with an identification badge, which he rents at a moderate cost (about 50¢). This amount is refunded after the year is up. However, if the pupil wishes he can keep it as a memento for later years.

All "student teachers" must take the following pledge when they enter the organization:

"I will do my very best to uphold the integrity of the Student Teacher Organization and will strive to be always helpful when I am called upon to perform my duties."

This pledge is taken at a party, where the two groups, old and new, join to get to know one another better.

To maintain and reinforce interest, a number of social gatherings—frequency depending upon the initiative of the group and the adviser—is held. Occasionally the group gets free tickets to ball games and

other events. Dances and skating parties are always popular.

Some advice to new recruits:

1. Never allow yourself to become angry on your job.
2. Do not strike anyone nor use force.
3. Speak pleasantly to troublemakers about behavior.
4. Don't expect perfection.
5. If things get *too* much out of hand, call the adviser or the principal's office.
6. Don't argue with the substitute. Do what he or she asks, such as writing on the board. Don't create a disturbance.
7. Be extra careful in checking attendance and handling the absent teacher's supplies.
8. If you are not wanted by the substitute, relax; sit down in the back of the room, out of the way.
9. If at any time you don't know what to do, go to your adviser.
10. Do nothing that will harm the name of the Student Teacher Organization.

The record is good. The students have tried to live up to the name they represent. They have gained poise, shown responsibility, and developed initiative, as well as confidence in their own abilities. We believe the "student-teacher" idea is the "friend" that any fellow could use while he is earning his wings.



These Items Were School News

School news is "good news" that seldom gains readers for only one reason—it never gets into print. Although school publicity provides no cure-all for a sagging public-relations program, it is the most important method of telling the story of the school to the larger community. . . .

In the past two years at Oshkosh State Teachers College these stories have been among the most successful in being printed in state newspapers:

1. A football captain who teaches dancing to grade-school girls.
2. A biology instructor who eats a sea lamprey

to prove to the students that the parasite is edible.

3. A polio victim who was graduated as president of the student council.
4. An unusual number of college students who have the last name of Johnson.
5. A football team made up entirely of girls.
6. A sixth-grade teacher and three of his students who model Japanese kimonos in a demonstration on Japan.
7. A black widow spider and her cannibalistic youngsters who are studied by zoology students.—
RICHARD BAILEY in *Wisconsin Journal of Education*.

TELEVISION

*WRGB workshop results
in all-teacher shows*

kept us UP NIGHTS

By
BERNARD HAAKE

WE'LL CHEAT on this shot; might even have to switch from a bang to a bang and if that doesn't work, use a boom. Go ahead, dolly in and then pan across. Now you're on."

No, this dialogue isn't taken from a gangster "B" movie nor is it chorines' powder-room gossip.

The truth is, teachers are doing the talking! What's more, their superintendent is standing nearby, watching, listening, and even smiling approvingly!

Granted, this isn't the type of language one usually associates with teachers of art or music, or history, and definitely not with English teachers. Yet they are all there.

The "there" in this instance is local television station WRGB, and the teachers are part of a group who responded affirmatively to an invitation from the station manager to participate without fee in a television workshop course.

The station manager had informed the local superintendent of schools that the television staff would be willing to conduct a three-hour-a-week, ten-week course if twenty teachers would be willing to volunteer their time.

The station agreed to expand its quota when more than double the stated number of teachers reported at the studio for the first meeting. But as word spread concerning what was going on at the studio, the harried manager reluctantly had to say "no more" to the ever increasing number of teachers who swelled the attendance at each successive meeting.

Just what was going on down at the television station that made teachers volun-

tarily give up their evenings to attend?

More education was the answer.

The teachers were being educated—on television.

Every Tuesday evening the teachers met at the studio at seven-thirty and stayed until ten-thirty—or later as they became more involved and fascinated. The first meeting was devoted to a detailed, guided tour of the studio during the course of which the teachers asked countless questions and suppressed countless more that they were afraid sounded too stupid. That reluctance disappeared as soon as it was realized that everyone was in the same boat. The group explored every nook and cranny in the place, including a baker's wagon found in the properties room. (It was used for commercials.)

Sitting in the sponsor's booth while watching a monitor set made everyone feel very exclusive. And standing behind the director as he selected the picture for transmission was very exciting and impressive.

The group was even more impressed when advised by the station manager that in the course of the ten weeks each teacher would do each one of the jobs observed on the tour of the studio.

First, however, the staff would have to give some instruction in the fundamentals of television. The culminating activity was to be a television show written, acted, directed, and produced by the group, with teachers doing everything from painting sets to dollying cameras and swinging sound bings, bangs, and booms!

Fundamentals consisted of lectures and informal discussions with the station man-

ager, sound technicians, lighting men, script writers, staff artists, floor men, directors, camera men, projectionists—in short, everyone affiliated with the station.

Then the group divided into elementary and secondary teachers for the purpose of preparing a "live" show to be aimed at the elementary and secondary-school students. The elementary group, after much discussion, decided to present the first in what was hoped would be a series entitled "The Historical Hit Parade." The first presentation was to be a dramatization of the birth of the song "Yankee Doodle." The secondary group had decided to dramatize scenes of local history. Their first presentation was to be a story of the Erie Canal.

Specifications for sets had to be made, scripts had to be written, lines learned, montages prepared, and costumes made. The teachers also had to gain a working knowledge of cameras, mikes, director's signals and cues, and all the other "impossible to imagine" details connected with preparing a television show.

At one time it looked as though someone would have to devise means of getting a pony into the studio (with all the accompanying problems that posed) for the Yankee Doodle sequence, but that was

eliminated by rewriting the script and using photographs instead of a live pony.

During all this confusion, and chaos, the station staff worked with the teachers in the capacity of resource personnel and advisers. When one of the elementary-school principals who was acting as a dolly man would push the camera into a position whereby the kindergarten teacher operating the camera couldn't focus on the scene, the regular camera man would straighten them out so that they could start over again. Once in a while the script writers would strive for impossible effects and the professional writers would bring them back to reality with a reminder of the limitations imposed by the studios, and the cameras—and most important of all, the limitations imposed by money. The group soon learned why television shows are costly affairs.

Gradually, however, order evolved; the two shows were ready for the dress rehearsal. Teachers with one line were sure they were going to fluff it—"You can't go back and correct it, you know"—lighting experts (third-grade teachers by day) were still changing the lights and the director still wasn't quite sure she could "go through with it."

The deadline approached, and with thirty seconds remaining the announcer got his cue and faced the microphone.

"Ladies and gentlemen, the Schenectady Television Workshop conducted by the Board of Education and television station WRGB takes pleasure in presenting to you this evening a program which I am sure will . . ."

Fifteen minutes later it was over and everyone was now an old hand. Comments, congratulations and suggestions flew through the air so fast the professionals didn't have a chance to make their observations.

Finally, a station director took advantage of a silent second and made a comment that transported the group to undreamed-of heights.

EDITOR'S NOTE

When a television station in Schenectady, N. Y., offered local teachers a free six-week workshop course in an all-around variety of TV production skills, the course was swamped with applicants and many had to be turned away. This is the story of the workshop and of the shows put on with teacher casts and operating staffs at the end of the course. If you catch Mr. Haake's enthusiasm for the idea, and there's a TV station in your vicinity, you might show this article to the station manager. The author is principal of Euclid Avenue School in Schenectady.

"By golly, that was good, real good. I liked that."

Next year the newly organized Television Committee of the Education Department will have little trouble finding teachers who will be willing and able to assemble and prepare educational television programs. The

trouble will be that of getting enough time to schedule all the programs and ideas for programs that the television-conscious teachers have proposed already to an interested station staff.

You see, television kept us up nights—and it still does.

* * *Tricks of the Trade* * *

By TED GORDON

COLOR COMMENTS—More and more teachers seem to be discovering the uses of the four-color pencil or ball-point pen. Examples: making layouts, emphasizing passages, sketching, making botanical drawings, tracing circulation, making maps, specifying electrical circuits, planning landscaping, marking scripts, differentiating grades.

FORTIFYING FLOWERS—A small lump of charcoal in the bottom of a vase will keep flowers fresh for a longer time.—*Western Family.*

BULLETIN-BOARD CONTEST—For at least two notable bulletin-board displays during the year try inviting your class to have a bulletin-board display contest—you against a committee selected by the class (Warning: better have something good

cooked up before you issue the invitation.)—*Harold Rolseth, High School, Pewaukee, Wis.*

PERSONALIZED NOTEBOOKS—If you have your classes keep notebooks, the students will go all out for them if you have some camera fan take snapshots of various class activities which can be pasted in the notebooks. Dressed up with photographs, such notebooks become highly cherished and their all-round quality vastly improved.—*Harold Rolseth, High School, Pewaukee, Wis.*

FIVE-MINUTE SUMMARIES—When a class session has consisted mainly of recitations, discussion, or introduction of new material, the class (and teacher) will find it helpful to write five-minute summaries of the period. Pupils benefit by this practice in recall and concentration, and sometimes make suggestions of value. Everyone has an opportunity to make some contribution, or register some impression, while the teacher can judge the receptiveness of the pupil and the effectiveness of his own teaching. Some of the strain and tensions of frequent tests may be decreased, and the summary-comments are often useful in planning the next lesson.—*Carl K. Bomberger, Junior High School, Summit, N. J.*

EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

Los Angeles Workshop for Medical and School People:

NUCLEAR ENERGY *and* CIVIL DEFENSE

By BLANCHE G. BOBBITT

IN RESPONSE to many requests, an in-service training workshop on Nuclear Energy and Radiological Civil Defense was held last year in the Los Angeles City Schools. The purpose of the workshop was to provide authoritative current information on the constructive and destructive applications of nuclear energy and the present preparations for civil defense. Enrolment was limited to physicians, nurses, administrators, health coordinators, and science teachers at the elementary, secondary, and junior-college levels. The class meetings totaled sixteen hours and required outside study and written assignments.

For the opening lecture Carl Anderson, Ph.D., professor of physics at the California Institute of Technology, gave background information on nuclear energy, starting with the structure of atoms. He contrasted nuclear reactions with other kinds of reactions, such as chemical reactions, and then compared the energies of various kinds of radiations. He traced the historical development of our knowledge about radioactivity from its first discovery in 1896 by Becquerel to the first controlled nuclear chain reaction, which was realized in the uranium pile constructed under the seats of the University of Chicago stadium in December 1942.

He went on to explain fission and chain reactions and then introduced some of the recent developments in nuclear physics. Dr. Anderson closed his lecture with interpretations of some recent cloud chamber photographs, which were flashed on the screen, and a tabular summary of the fundamental

particles of matter and some of their interactions.

A lecture on the social and economic implications of nuclear energy was given by Albert Bellamy, Ph.D., chief of the Radiological Services of the California State Office of Civil Defense. Dr. Bellamy gave an overview of the discoveries and advancements in science and technology that have occurred during the last half century, with the resultant effective shrinkage of the earth's size. He discussed population pressures, the lag between the advances in our science and technology and in the fundamentals of our social structure, the urge to survive, and the implications of nuclear energy viewed, first, against a background of war, and second, against a background of peace.

F. A. Bryan, M.D., chief, Industrial Hygiene, Atomic Energy Project at the University of California at Los Angeles, reviewed some of the industrial applications of nuclear energy. Dr. Bryan outlined the source of fissionable materials from the prospecting stage through mining and refining of the ore, concentration of the radioactive material, and separation of the isotopes. He went on to describe the pile furnace and the use of radioactive isotopes in industry which has brought about unique industrial-hygiene problems and new regulations for the protection of personnel handling radioactive materials. Dr. Bryan described the uses of such radioactive elements as polonium in the printing and film industries, cobalt for x-radiations and phosphorous for beta radiations in medicine, iron in friction and

lubrication studies, and gamma emitters in thickness gauges. He concluded with a brief survey of the uses of radio isotopes in agriculture experiments, in studies on nutrition and photosynthesis, and in such commercial processes as the manufacture of rayon and the smelting of iron.

Nuclear energy in the field of medicine was a lecture presented by Birchard M. Brundage, M.D., assistant director, Atomic Energy Project, University of California at Los Angeles. The value of radio phosphorous in investigations of certain blood diseases was explained. Then Dr. Brundage described the use of radio iodine in the field of thyroid metabolism and the utilization of tagged carbon, chlorine, phosphorous, and sodium in studies of various types of metabolic processes. Dr. Brundage pointed out that there is one limitation to unrestricted use of radioactive substances in research; namely, the diversion of much of the isotope production to the manufacture of munitions.

After seeing a motion-picture film depicting the destructive power of nuclear energy as applied in atom bombs, the workshop members were ready for an introduction to radiological monitoring and civil defense. Through the courtesy of Beckman Instruments, Inc., Mr. W. W. Blalock gave a lecture on the nature of hazardous radiations which emanate from atom-bomb explosions and a series of demonstrations of radiation detection instruments. The workshop members had access to ionization meters, Geiger counters, dosimeters, and film badges. Included with the demonstrations was the calibration of a Geiger counter with a standardized source of radium. The use of radiation detection instruments in radiological monitoring and the need of trained radiological monitor teams was the subject of a second lecture by Dr. Brundage.

The organization for civil defense was presented in its various phases. John L. Abbott, Ed.D., assistant superintendent of School Defense Activities in the Los Angeles City

Schools, discussed foundations for school defense and the role of the school in civil defense. The local organization for civil defense was outlined by Mr. Grant Jenkins, coordinator from the Los Angeles City Disaster Council. Basic community organization for medical civil defense was detailed by L. S. Goerke, M.D., chief of the Bureau of Medical Services of the Los Angeles City Health Department. The state organization for civil defense and the national policy for civil defense were presented by Mr. Heman Stark, Southern California Area coordinator for Civil Defense. All the lectures were recorded, reproduced, and distributed to the workshop members for future reference.

For outside preparation, each participant was requested to prepare a map giving the boundary lines of his school with names of adjacent high-school districts, and also to write a list of questions to be used in an objective test on the U. S. Government publication, *Effects of Atomic Weapons*, which was the basic text of the course. A project was also required of each participant. Suggested projects were:

1. Prepare illustrations to be used in radiological civil-defense training: for example, posters, miniature drawings, cartoons, diagrams, etc.

EDITOR'S NOTE

The Los Angeles workshop on nuclear energy and radiological defense was organized for physicians, nurses, administrators, health coordinators, and science teachers. The program dealt with both the constructive and destructive possibilities of atomic energy—but two chief purposes were to explain civil defense plans in detail and to emphasize the responsibilities of science teachers, as well as doctors and nurses, for participating in defense measures. Dr. Bobbitt is supervisor of science, mathematics, and health coordination, the Division of Secondary Education of the Los Angeles, Cal., Public Schools.

2. Prepare a series of articles on radiological civil defense to be used in community talks or a local newspaper.

3. Outline a plan of work for a radiological monitoring unit in your school district. Include the following:

Type, age, and number of people
 Suggestions for recruitment of personnel
 Lesson plans for use in instruction of monitors
 Location, calibration, and maintenance of instruments

Ideas for maintaining the interest of the members

4. Write up experiments or demonstrations for use in classroom instruction on nuclear energy.

5. Prepare slides or film strips for use in classroom instruction on nuclear energy.

6. Construct a teaching aid for use in classroom instruction on nuclear energy or radiological civil defense. Be sure to include directions for construction.

7. Prepare a glossary that would be an aid to an instruction manual on nuclear energy and radiological civil defense.

8. Write a skit or a radio script that would be helpful in teaching nuclear energy or in explaining the functions of the personnel in a civil-defense organization. This project might be planned for high-school pupils or for adults.

9. Problem: If five atom bombs were dropped in and around Los Angeles as follows—two in San Pedro Harbor, one in downtown Los Angeles, one in Santa Monica, and one in San Bernardino—what, in general, would be your plan of defense procedure, step by step?

10. Problem: Assuming one did not exist,

how would you set up a civil-defense organization in a metropolitan area? Include an organization chart and statements of responsibilities of the personnel. The purpose of this problem is to obtain original ideas.

11. Problem: What practical measures can be taken to prevent or minimize effects from panic?

12. If an atom-bomb attack were reported but did not occur, how would you proceed to calm and reassure the people?

13. For those who do the calibration experiment, write up the experiment in the form of an instruction pamphlet or a pamphlet of directions for later use in the training program of a district monitoring unit.

14. Review and prepare teaching guides for audio-visual aids to use in teaching nuclear energy and radiological civil defense. Be sure to include sources from which the aid may be obtained.

15. Any project related to instruction of nuclear energy and radiological civil defense not listed previously. Be sure to secure approval of the project before you start it.

To say that the workshop closed on a high level of resolve is an understatement. Mr. G. Millage Montgomery, associate superintendent, Division of Secondary Education of the Los Angeles City Schools, emphasized the responsibilities of science-trained personnel in civil defense and particularly the obligation of science teachers in radiological civil defense because of their background of training. Mr. Montgomery left us with a desire to do our utmost to serve the youth of today in a grave hour of need.



Slow-Learner Technique

In teaching the slow student we [English teachers] must eliminate the non-essentials and stress simple fundamentals of writing and speaking. Why, for instance, bother with shall and will, the split infinitive, and the gerund? We must teach sentence work first, the paragraph next, and then the short theme. We may never get to the long paper.

It is futile to assign 500- or 1,000-word themes when the student cannot write simple sentences. The boy or girl simply practices making errors. The teacher uses his time correcting mistakes instead of teaching good, clear writing. The knowledge of writing creates interest and a motivation.—ELIZABETH CARNEY in the *Colorado School Journal*.

7 Effective Teaching Aids for FOREIGN LANGUAGE

By WALTER HAHN

DURING THE PAST few years, much has been said and written about the need for better world understanding. Educators have pointed out the part that study of foreign languages can play in our efforts to know other nations and their culture. Yet superintendents and principals have found it difficult to increase the numbers of students enrolled in foreign-language classes.

Evidently we need well-trained modern-language teachers whose contagious enthusiasm inspires their present students and attracts others to the field. In addition, we cannot be completely successful as long as we use texts which, for the most part, emphasize grammar, drill, and translation work, and which discourage beginning students because of their needlessly difficult vocabulary.

Shortage of adequately trained personnel in many districts and inadequacy of many textbooks are not, however, good excuses for retention of antiquated methods. On the contrary, we must supplement what is available with new and inexpensive materials that make learning fun—and more effective.

With facilities of the University of Utah available to its classes, William M. Stewart School has conducted experimentation with various devices in the teaching of French, with the resulting discreditation of some that were considered useful and discovery of others that, in our opinion, have a genuine future in the teaching of languages.

On the surface, French films appear to be an excellent medium for teaching the language. Actually, the frustration the beginning student experiences when he does not understand the film, or needs to resort

to English sub-titles, reduces the value of ordinary French films as a teaching aid. More recently, however, films in slow-paced French have been developed, and we have used them with remarkable success.

Rather than explain to the class about to see an ordinary French motion picture that they should not expect to understand, we show them the slow-paced film, and even the beginning students understand well. The best results were obtained when we repeated the showing of the film. We could then discuss the various characters and scenes the youngsters had witnessed. By using the idioms they had learned from the film, students made these idioms their own and began to include them in conversations unrelated to the film.

English-language films were found to be powerful interest-creators, not only when they pictured French-speaking countries and children of those countries, but also when musicians, scientists, statesmen, etc., were presented whose achievements meant something to the students. *The Ballet of the Paris Opera* or an American film story on Dickens' *Tale of Two Cities* were useful because these visual aids are based on the students' previous experiences and interests and were, therefore, really establishing a connection between things familiar to our students and the civilization related to their new language.

When schools began to acquire tape recorders, we explored a new method of working with our students on improvements in their pronunciation. But since our recorded work was kept at school—or even erased for the sake of economy—much of its value was lost. Later we began to have each stu-

dent read the same brief story at regular intervals during the year, and the school furnished record blanks, so that all of a student's recordings could be done on the same record. The fluency of the reading, the guttural "r," the omission of diphthongization in French are typical examples of factors that could be observed in these recordings, not only by the teacher but, more important, by the student himself.

One advantage of the method was its complete objectivity. Another good feature was the fact that since the recording showed only a partial picture of progress (improvement of pronunciation), some of the students whose written work was poor had a chance to note that they, too, had made remarkable headway. It should be added that all students took their records home, explained progress made to their parents—and in the process learned much about just what is important in French pronunciation.

Games of all types are available, which seem to be useful in teaching modern languages. Many of these are valuable aids in teaching advanced students. To the beginner, however, they often mean learning dozens of new words, which results in drudgery and translation. Bingo, we found, was our most useful game, because it requires only knowledge of numbers, and we learn

these anyway for such purposes as telling the time of day or indicating dates. Once the students know the numbers, they can use that knowledge as a basis for playing bingo in French—with or without teacher participation.

Singing stimulates interest and assists in the improvement of pronunciation, but our work disclosed the need for very careful selection of songs. For example, the very difficult vocabulary of the musically beautiful *Marseillaise* and the perfect tense used in *Les Trois Rois* (known to many students from Bizet's *Arlesienne Suite*) make those songs less desirable.

Film strips were found to be among the most versatile aids in the teaching of languages. First of all, they can be used to add interest to the teaching of grammar. Many language teachers either over-emphasize grammar to the point where students memorize rules that are unnecessary or are introduced to those that should be taught much later. Other teachers, in an effort to be "progressive," deny the need for any formal teaching of grammar. It has been our experience that the fastest way to teach, for instance, the agreement of adjectives with nouns or pronouns, is to use the fact that the students will learn the rule when they see a reason for its existence. Good film strips have been made which assist in this endeavor. In the same manner, film strips can aid the teacher in showing students how to ask questions—and, in modern languages as in every other subject, we want students to ask questions instead of always answering them.

Other film strips have simple French texts appearing under each picture, and when the class chanted this text it was both fun and an effective way of improving oral work. An additional advantage of film strips is the fact that their purchase presents no financial problem. A school can, in time, build up a library of film strips that have proved their usefulness.

The most inexpensive—and one of the most effective—visual aids which we have

EDITOR'S NOTE

Which of the teaching aids available for foreign-language courses are most effective in classroom use? For some time experiments with various devices for teaching French have been conducted in the William M. Stewart School, demonstration school of the College of Education, University of Utah, at Salt Lake. In actual use, some promising teaching aids were discredited, while others were found to be valuable. Dr. Hahn's report deals particularly with seven of the aids he considers most useful. He teaches French in the junior-high-school grades of the school.

developed was a group of attractive home-made posters containing pictures related to the vocabulary area on which the class was working. Students cut out pictures of foods from various magazines and pasted the pictures on large pieces of cardboard. We could then discuss meats, vegetables, fruits, etc., much better than by just using the textbook or word lists.

Plays written by first-year students, popular and classical records, museum visits, talks given by French-speaking foreign observers at our school, and slides taken by local patrons and friends in French-speaking

countries are other devices which we used to create interest and improve the actual work of our French classes.

These techniques and others can be used in the teaching of any language. If schools will evidence an interest in teaching aids available at this time, manufacturers will put more of them on the market. As a result, it will become increasingly easier to teach students by methods that they enjoy. We can enrich our programs, open to our students new horizons, and give more than lip service to the all-important cause of improving relations among world peoples.



The Faculty Council of Washington High School

The Faculty Council of George Washington High School in San Francisco was organized in 1948 on the invitation of the principal for the purpose of having a representative faculty group to consider professional matters and make recommendations concerning them.

The Faculty Council is composed of a member from each department and three representatives-at-large. Department representatives, either appointed or elected, serve for three semesters. Expiring terms rotate so that there is never a completely new Council. The chairman of the group, elected by the group, serves for one school year. Regular meetings are held once a month and extra meetings as frequently as needed. Minutes of the meetings are mimeographed and distributed to each faculty member, so that at no time is anyone ignorant of what is going on in the Council meetings. All faculty members are invited to attend the meetings of the Council and are encouraged to submit suggestions for the agenda.

In its three years of existence the George Washington Faculty Council has made recommendations on simplifying the clerical work for teachers, on lightening the teacher load, and on making provisions for sponsor time for the proper supervision of extracurricular activities. The Council has studied the subjects of the distribution of study hall assignments, the management of registry rooms, and the bugbear of classroom interruptions. Further, the Faculty Council has managed the hospitality extended to community business leaders visiting the school on the local Education-Business Day, has endorsed a form for the duplication of records, and has supported a Board of Education member particularly favorable to teacher interests. Finally, the

Council has been a cohesive body in preparing statements in the name of the entire faculty. The Council can just as readily concern itself with the number and kind of posters in the hall as it can with the number of classes a teacher should be assigned. Any subject hinging on the profession of teaching is logical material for the Council's consideration.

Such a group as this Faculty Council should make teachers realize that what they think and say is important. Also such a group should clear the atmosphere of any school in providing for faculty members a place where they can openly and honestly make suggestions for the benefit of the school. Moreover, such a democratic body eliminates the helpless shrugging of shoulders on the part of the teacher who views the monster of school organization as something too gargantuan for him to cope with. If a teacher has a Faculty Council in which to speak, he feels that because provision has been made for him to speak, what he has to say is worth listening to.

What then is needed for any school to have a Faculty Council? First, there must be an administration sufficiently far-sighted to understand that its teachers should feel free to speak on professional matters. Second, there must be teachers willing to speak, teachers not so defeated that they feel their opinions are never listened to anyway. Third, there must be good will on the part of the administration so that the teachers will not discuss and recommend in vain. Fourth, there must be interest on the part of all teachers so that they feel that the Council is their representative group and not a debating society for the more loquacious members of the faculty.—EDITH GARIN in *California Journal of Secondary Education*.

The Good and Bad Points of 4 TEACHING METHODS

By CLARENCE C. MOORE

IN ANY ATTEMPT to classify procedures for guiding the various learning activities there is necessarily considerable overlapping of the characteristics which make them different. All types of procedures should have as their objectives the enrichment of children's understanding and skill and the formation of the proper attitudes, habits, and appreciations. All types utilize both subject matter and past experiences. It seems that differentiation is chiefly the degree and manner in which a procedure utilizes subject matter and/or experience that should determine its classification.

Textbook procedures are generally considered as being weaker in creating the proper type of integrative experiences. However, the traditional school with its assigned subject matter does utilize a great number of experiences. In fact, "everything one does is experiencing."¹ It appears, as a result, that the quantity and quality of experiencing is one of the characteristics of great importance. A noteworthy distinction is that the traditional procedure subordinates experiences to subject matter while the newer procedures utilize subject matter and background experience for the purpose of acquiring new and broader experiences.

In the first situation the experiences are chiefly for the purpose of acquiring subject matter. In the second the development of personal, social, and moral traits is considered to constitute the important functional outcome as a means to which subject matter is subordinated. The main objective in the latter procedure is to help

the student to acquire control of his conduct and to improve desired behavior patterns. In the latter procedure subject matter becomes the means to the desired objectives and not an end in itself. However, it is important that subject matter which is a written record of the experiences of others be used as well as one's own experiences.

The following four procedures have been arbitrarily chosen and indicate only a certain degree of departure from one or the other of the extremes: subject matter for the sake of subject matter or projects for the purpose of acquiring more complete and expanded experiences. They are indicated here primarily for the purpose of a simplified identification of the various characteristics of each procedure.

I. Conventional Textbook Procedure

The chief characteristic of this plan is that the teacher follows the textbook with a definite rigidity. Beginning with the first page in the book, the teacher makes daily assignments of a definite number of pages or sections. If there are questions provided in the text, the teacher assigns these also or, at times, makes his own questions in advance, or on the spur of the moment as the progress of the quiz period advances.

The student finds what he considers to be the correct verbal answers to these questions. If no questions are provided in advance, the student anticipates or guesses concerning what questions the teacher will ask in the oral quiz that generally follows. In either case, mere memorized verbalizations are likely to result. These too often are in the form of parrotlike memorization or the repetition of mere words or

¹ William H. Burton, *The Guidance of Learning Activities*. New York: Appleton-Century-Crofts, Inc., 1944, p. 246.

sentences that have no meaning to the pupil and consequently no useful integration with his experiences.

Sands² cites an example of memoriter learning in an eighth-grade class in which each of the forty students in geography was called upon to give the correct response to a single question: "What is the shape of the earth?" Each student rose and gave the correct answer: "The earth is an oblate spheroid."

It is obvious to the informed teacher that such a response means nothing to the child and is soon forgotten.³ However, the child in a class who can memorize such meaningless material in great quantities and retain it until after an examination usually gets the best grades and is considered brighter than his fellows who have recognized the waste of time involved in such a useless procedure. It is generally recognized that even if this kind of teaching does not result in mere memoriter learning, it has little integration with life's experiences because it does not create a purposive learning situation. It consists of a drab, dull, drill procedure and does not have a reasonable excuse for its existence except for a few crucial processes in some phases of science and mathematics.

Most of our better teachers feel that memorization is a valid and necessary part of a learning situation. However, memorization of material, facts, or information that serves no apparent purpose in attaining a goal or objective which has been accepted by the student as his own or that is not crucial to his personal problems creates an artificial learning situation and is merely verbalization.

Memoriter learning does not provide for practicing the social qualities of cooperation within a group, or for the spirit of

group enterprise in true lifelike learning situations. It is based on the principle of mental discipline. This type of procedure is centered in the culture of the past and not in the accumulating culture. What reference there is to the future is usually theoretical. Since it gives all pupils the same contacts with the same materials, there is little provision for individual differences.

II. Improved Textbook Procedure

In this procedure the teacher follows the book outline rather closely, but places more emphasis upon certain chapters or sections than upon others. At times weak sections or chapters may be omitted, and some slight or spasmodic attempts made to bring in other materials or aids to experiences. However, no written, organized plan for presenting material is followed, outside of the subject-matter outline set up by the author of the book.

While this procedure shows considerable improvement over the conventional textbook procedure, it still leaves much to be desired. The teacher is too often a quiz master of subject matter that may not be meaningful to the students. The student's progress is measured primarily by means of a memory work routine. Little attempt is made to create a learning situation in which the child obtains facts for the purpose of solving a problem, and there can be only a partial attempt to relate these to his present or future needs, interests, or background unless such relationships are clearly indicated in the context of the book.

EDITOR'S NOTE

Dr. Moore is concerned with the favorable and unfavorable results of four different teaching methods, of which three are based upon the textbook and one on the source unit. He is associate professor of education and director of secondary education at Idaho State College, Pocatello, Idaho.

² Lester B. Sands, *An Introduction to Teaching in Secondary Schools*. New York: Harper and Brothers, 1949. p. 127.

³ Robert A. Davis and C. C. Moore, "Methods of Measuring Retention." *Journal of General Psychology*, 1935.

Books are written with the concept in mind of serving the needs of a large area, nation, or continent. There is little attempt to adjust the materials to local needs or interests. At times, in the improved textbook method, attempts are made to bring in experiences such as motion pictures or school journeys, but since there is no written or definite plan as to why, when, where, or how these experiences apply to the students' needs, the main function of these activities is lost. They then serve more as leisure-time projects than as learning aids, and children regard them as such.

The author of the textbook had a purpose in writing it. However, this purpose or objective was understood most clearly by him and only indirectly by the teacher or students who study the text. The few and formal experiences obtained by the latter are primarily for the sake of acquiring subject-matter facts. They consist of such activities as reading, listening, reciting, working examples, and drilling. While these activities may be made a useful part of any procedure, they have little value until the student realizes the purposes they serve and they are definitely related to the goals he has set for himself.

When and if the teacher does bring in background experiences and visual and auditory aids in such a way that they effectively integrate and coordinate with the child's experiences, there is some sort of a written plan which closely resembles a unit in arrangement.

III. The Textbook Unit

The easiest of all types of units to construct is the textbook unit. It consists of an attempt on the part of the teacher to understand the objectives of the textbook writer and to relate these to the interests and needs of the students. The skillful teacher is able to determine these goals through inventories of students' interests and by contact with other groups of students. Because the teacher has identified the

needs and interests of his students and is attempting to provide the proper experiences to satisfy them to the extent that they are contained in the textbook, this procedure has considerable to recommend it over the types previously mentioned.

The textbook unit has been criticized by many educators who maintain that the learning situation is still confined to those experiences which have been determined in advance by subject-matter specialists who often are unaware of the needs and interests of the particular group of adolescents or their local background. Many of the desired learning experiences of students are ignored and other experiences outside their scope of interest are substituted. There is still much drill and memory work on concepts which are only half understood by the students and which have little meaning for them.

IV. Source Units

This type of unit may be planned by both the student and the teacher working together, or by either the students or the teacher working separately. When the teacher and the class cooperate in working out such units, greater values result. Printed materials, the radio, recordings, visual aids, field journeys, surveys, questionnaires, interviews, speakers, and other sources of experiences may all be used. Objectives for which the group feels a need and interest may become guides to learning. As the experiences which aid in the implementation of these goals are selected from all available sources, these are brought into the learning situation and shared by all the class members.

The activities provided for in a source unit may be many and varied. The library in most schools has been and still is the greatest source. If the school is located in an industrial and manufacturing center, students in such a school have unexcelled opportunities for many field trips. If there are such places as a museum, business

houses, churches, farming areas, accessible film libraries, places of historical value, natural geographical formations, people of different cultures, industrial laboratories, city government organizations, courts, police departments, fire departments, hospitals, scenic areas, and so on, the group will have no difficulty in finding sources of experience that are valuable in broadening student experiences and in integrating values related to student needs, interests and purposes. The community which lacks any of these natural sources of learning experiences will need supplementary aid through the library, auditory and visual aids, and other sources of indirect experiences. The attitude should be to utilize all the valuable sources of materials and information that are crucial to an ever-broadening background of experience.

Source units lend themselves readily to all the various teaching methods. These include such activities as socialized recitation, problem-solving procedures, directed pupil study, provision for individual differences, project teaching, individualized instruction, pageants, committee projects and reports, debate, drama, and the like. In fact, it is wise to vary any procedure and to use different methods in creating the learning situation. Varying methods vitalize learning and remove much of the monotonous routine that is too common in the schoolroom today.

This type of organization is based upon a concept of citizenship development, in that the group may cooperate in working together to solve its common problems. The teacher does not dominate the activities of the class when students help in selecting experiences and in constructing units. The plan capitalizes upon the talents of potential leadership. Self-activity is encouraged. In order to use source units effectively the teacher gradually develops the student's skill, habits, knowledge, and the proper attitude which enables each to contribute effectively.

One of the prime prerequisites is that common classroom courtesies be observed in order that the freedom of the individuals within the group be maintained and utilized to its fullest extent. This is the most difficult problem involved. Students who have depended upon a strong control on the part of the teacher often have difficulty in assuming the proper amount of responsibility for the proper attitudes, ideals, skills, and understandings that are necessary to make this procedure function in its fullest capacity. All students must participate, but the teacher should guide the leadership that exists, develop what he can, and supply what is lacking.

V. Some Other Teaching Methods

Much has been said during recent decades concerning other means of guiding learning activities. The source unit provides only for teacher- or student-guided experiences. It also provides for experiences which result from student interests if these are reduced to some kind of a written or organized plan. Some teachers maintain that their units exist, but only in some sort of a mental picture or state. It would seem that all units which really guide and aid students should be capable of being reduced to writing so that both the teacher and the students can better comprehend them. It is quite likely that few students or teachers are able to profit from the use of units that exist only in an abstract way.

Some of the experience learning situations that have received much play and publicity in recent decades are not organized. The students decide on the spur of the moment what activities are most important to them. In this situation the teacher assumes a *laissez faire* attitude, but keeps a log or record of what happens during class time or the school day. Doubtless this plan of free and spontaneous activities has some values for teaching and learning. However, greater values result when some goals or objectives are the guides for such

activities as the students may care to suggest.

Without some planning or guidance on the part of the teacher, groups of students have difficulty in agreeing on what activities are sufficiently worthwhile, and the situation becomes one of dissatisfaction and disagreement on the part of the students. If these conditions are allowed to exist for an indefinite length of time, the students may become anti-social in their attitude toward the teacher, the school, and the community. When student interest alone guides the situation, learning is spasmodic and haphazard, and generally does not make progress toward goals in which the students, parents, and teachers can take pride. Furthermore, the students' experiences do not closely approach the goals and needs of organized society.

When students attempt to guide themselves into experiences of which they know little or nothing, the results are generally purposeless exploration of a limited num-

ber of experiences. These include only those experiences which are within the range of the student's past or those which he accidentally meets in his association with others. For a time there may seem to be a large amount of progress in socialization or in other types of activity, partially because the student is living in an environment of progress and expanding culture.

Purposive exploration, on the other hand, presumes guides, goals, or objectives which have resulted from the student's desire to expand his present background. While exploratory experiences are needed, these should be directly related to goals which are interesting to him, should contribute to his life's objectives, must be at a level that is stimulating to him. If choices are left entirely to the group, there is the presumption that the individual has a certain foresight which he has never experienced. If unguided exploration is the only criterion, he may never reach a state in which he can experience the most in the least time.



Education—An American Heritage

We, the people of New York State, believing in the equality of opportunity for all and realizing that education is fundamental to our democratic way of life, do hereby recognize and accept these basic premises:

**that every youth shall be afforded the opportunity to obtain at least a high-school education;

**that every youth shall have the fullest opportunity for moral and ethical development in keeping with our American heritage;

**that every youth has certain needs and responsibilities that are common to all youth and to the perpetuation of our democratic society;

**that every youth, as a person of inherent worth, differs from every other young person in respect to health, mental ability, interests, and background.

Since these premises are self-evident to those who have faith in our democracy, it becomes necessary that our high schools provide:

**a program of studies in general education that will insure the unity of our people for the common

good;

**diversified experiences and educational services that will meet the educational, vocational, and avocational needs of our youth;

**a variety of standards flexible enough to permit each to succeed according to his own ability;

**counseling that will help young people make intelligent choices beneficial to self and society;

**those services that will assist youth to be physically and mentally healthy;

**qualified teachers, extended research, and expanded facilities to meet more effectively the changing demands on education.

Recognizing that the school is but one segment of our complex society requiring the full support of the community, we conceive it our duty as citizens of New York State to provide for the full support of these schools to guarantee each youth his American Heritage.—Credo adopted by the New York State Regents Council on Readjustment of High School Education.

Vocational, social, emotional maturity:

SENIOR SEMINAR *for* LIFE ADJUSTMENT

By BRUCE ALLINGHAM

AT BENJAMIN FRANKLIN High School we have a semester course, offered in the senior year only, which we call the Senior Seminar. No grades are issued, but daily attendance is expected, as in a traditional class group. Full credit is given toward high-school graduation or college entrance.

The course is divided in two parts of about nine weeks each, with different instructors for each part. One nine-week session is devoted to reading the wealth of valuable current reading materials on, and discussing, the subject of "How to Get a Job and Hold It." The objective is *not* to emphasize selection of a vocational field. Rather, we try to make the students aware of the many factors which go into obtaining employment, and to give them understanding of what factors lead to success or failure in a job.

In the other nine-week session, the aim is to help the pupil understand what it means to achieve social and emotional maturity. Here, too, there is a great deal of valuable reference material in book, pamphlet, and periodical form, all of current significance. Experience has shown that boys and girls of 17 and 18 years of age are keenly interested in such topics.

We have drawn the community into the classroom by bringing in men and women of various interests and occupations to meet with the seminar groups in informal round-table discussions. For instance, in the section on getting a job and holding it, we have had employers of large and small busi-

nesses come in and tell the students what they expect of people who work for them. We have had employees tell the students what they have found to be important in finding and holding a job. We encourage visitors to be thoroughly candid in telling our youngsters what they may expect as workers.

In the group dealing with the problems of achieving maturity, we have enjoyed the cooperation of ministers, social workers, psychiatrists, physicians, and other adults of the community who we feel can contribute to the pupils' understanding of what it means to be able to "live with other people in a democratic society."

The very timeliness of the material of the course, plus its realistic presentation, has precluded the usual need for a grade or mark to stimulate effort. And the course is proving to be tremendously effective in "public relations" with the community.

EDITOR'S NOTE

The Senior Seminar of Franklin High School, Cedar Rapids, Ia., says Mr. Allingham, is proving to be "tremendously effective" in public relations, though that isn't its main purpose. The seminar is a one-semester "polishing up" course for seniors on how to find and hold a job, and how to get along with people. Throughout the course, extensive use is made of experienced adults in the community for talks and round-table discussions. Mr. Allingham is principal of the school.

CREATIVE WRITING

Calls for a Classroom Magazine

By LEE S. PEEL

CREATIVE EXPRESSION is a nice literary phrase which has absolutely no meaning to a high-school freshman unless—and it is an important *unless*—you put some teeth in it, unless you make the experience of creating a verse, story, or essay a concrete, worth-my-time affair.

Students don't much care how or what they write as long as teacher is the only one who will approve or disapprove of it. That's why publication is such an important aspect of creative writing. And publication is, unfortunately, too much neglected in high-school English classes.

I determined to do more than just encourage creative writing with lofty words, and accordingly launched a plan to get as much of the material published as possible. Briefly, the plan was to have the students publish their own material in the form of a magazine, using the printing facilities available in the school. In this instance, it was a ditto machine. In case you might want to try this adventure in writing, here's the step by step plan:

In explaining to your students what you hope to do, try to dispel any notions of compulsion which they might have. Get them to do their own thinking and approve or reject the proposal without regard to your feelings about their ultimate decision. This is a difficult first hump.

Our next step in organization was a committee to collect and save the material to be written. Several students volunteered and the committee selected its own chairman.

As the semester progresses, persuade everybody to write—short stories, poems, and essays. There will be the usual groans, of course, but insist that if they are going to

learn to write, they must write. A student who struggles with a poem of his own is going to have some insight into the complex job of the honest-to-goodness poet.

"But what are we supposed to write about?" is the usual cry. I always say, "You write on any subject you want to." Putting the responsibility squarely on the pupils taxes the imagination of the best, but it is good practice, and by the end of the semester fewer and fewer will be depending on you for their ideas.

After each assignment was graded and returned, members of the "Magazine Committee," as it came to be called, collected the papers and stored them in a file at the back of the room.

When the end of the semester begins to approach, decide on the persons who might make good editors. I determined that it would be best, on the first experiment at least, to select the editors myself. The students themselves had little conception of just what was involved.

When the editors are selected, let them pick their own staff. You may have to suggest the types of staff positions which they should fill. In our case, the editors selected good students and not just their particular friends. We had, finally, in addition to the editor, an art editor and assistants, a makeup editor, and what we called "ditto men," responsible for running off copy. We also lined up typists, who, for the most part, had to get by with the one-finger method.

The editor was responsible for the editing of all copy before it went to the typists. After this his main job was to see to it that the typing was completed, and direct other operations as they came up. Give the

editors as much freedom and responsibility as you feel they can take. Insist that they decide on placement of stories on the various pages and decide the final arrangement of the pages within the magazine. If an editor wanted a preface, he wrote it. If he wanted a table of contents or a page listing the staff, he had it set up.

The biggest job, of course, was the typing of the master copies for the ditto. One class had 23 pages of material. The others ran between 10 and 15 pages each. All the typing was done outside class and, in most cases, at home. But a school typewriter in a room adjoining mine was always available whenever someone had a free hour and could type.

The job of proofing the master copies is a formidable one. Unless you have some experienced people, you may have to do this yourself—that is, if you want to eliminate some of the numerous typographical errors.

Wherever there was space to be filled at the bottom of a page, we turned the copy over to the art editor for a drawing. The art work proved to be one of the highlights of the magazines. The art editors did the covers, too, after the classes voted on names for their magazines. After much ado, the classes selected such names as these: "Talented '54s," "Rimes and Ritings," "Our Queer Concoctions," and "Intelligent Idiosyncrasies." We printed the covers first. Displaying these early did much to arouse enthusiasm and get the ball rolling favorably.

Fifty copies of each magazine were published. There were several reasons for the limitation, the principal one of which was the difficulty in getting the ditto machine to do a good job after 50 copies. The class agreed that it would be better to do 50 good copies than 200 unreadable ones. Each class member had a copy and we placed five copies of each magazine in the library.

Some extras were distributed to other English teachers. The editors took some more.

Thus after a little more than two weeks of concentrated work, all done outside of class, we were ready to do the finishing touches. We then took a half hour of one period to assemble and staple the copies. There should certainly be no objection to taking class time for such a project. Unfortunately, everybody can't be working on the magazine at once, and that poses difficulties.

As to the end results, one class did a magnificent job. Their magazine was well conceived and executed. The editor proved to be very competent, ambitious, imaginative. The other two classes did not do quite as well, but their magazines were very passable for a first try.

But the experience the first semester was well worth the time and effort. Two classes voted enthusiastically to do magazines again the second semester. The third class voted the idea down flatly. I did not object to that.

Have no delusions that you will make confirmed authors of all your students. That should not be the intention anyway. But you may be sure that out of the experience at least some of the students will feel the marvelous human triumph which comes only with creative expression—and publication!

EDITOR'S NOTE

Creative writing in high-school English classes, Mr. Peel believes, needs some special stimulus if it is to be above average. During the past school year, the incentive that he held out to his three classes was actual publication, in a separate magazine for each class. The "press" was a ditto machine. Mr. Peel teaches in Farmington, Mich., High School.

Linden's Student and Teacher CAMP CONFERENCE

By E. MILTON GRASSELL

MANY VITAL and important decisions pertaining to the ensuing school term are made each year by the students and faculty of Linden, Cal., Union High School in a democratic atmosphere miles from the school site near the shores of picturesque Lake Tahoe—more than a mile in elevation. Naturally, these decisions could be discussed nearer home, but six years of experience have shown the value of holding these pre-term conferences away from the school grounds in attractive surroundings.

The mere act of holding the conference off the school campus helps greatly in creating an atmosphere of friendliness—and the acquaintance of students and teachers as individuals rather than as students and teachers. In order to gain the utmost from this type of democratic planning, it is necessary to break many of the traditional barriers between students and teachers and create certain attitudes and develop cooperative understanding. Completely leaving the school grounds, sharing the same roof for three days, cooperating in the necessary work such as the preparation of meals, washing the dishes, and other details, and teacher-student participation in recreational activities contribute largely in a psychological way toward setting the scene for a successful conference.

During its infancy period at Linden Union High School support for the conference idea was difficult to obtain. However, this program has constantly grown in interest, efficiency, and prestige since its inauguration. Fortunately, the students, parents, and faculty quickly began to recognize

its possibilities and have given constant support toward the improvement of the conference program. During its few short years at Linden, this project has proved to be an asset. It has been of invaluable aid to the solution of innumerable important conflicts and problems that are common to many schools.

The Journey

During the early hours of the selected morning, several days before the opening of school, excited student-body officers, class officers, and teachers load sleeping bags, lunches, food, and other necessities for the three-day trip into cars. No student is allowed to bring a car; all transportation is furnished by the faculty and interested parents. All students are cordially invited to go; however, only student-body officers' and class officers' expenses are paid. Thus, unfortunately, few students other than officers attend. Parents are invited and encouraged to go, too.

The route to the conference grounds leads through several areas of colorful, contrasting scenery. It begins at the school site, which is in a highly productive agricultural territory less than one hundred feet above sea level, and continues through the interesting Mother Lode area which was famous, especially, during California's Gold Rush era, over 7,381-foot Echo Summit in the High Sierra Nevada Mountains, and reaches its destination on the northern shores of Lake Tahoe.

Conference Techniques

After an interesting trip, a vigorous after-

noon of recreation, and a hearty mountain supper prepared and served by a student-faculty K.P. detail in an outdoor dining room overlooking the lake, the whole group is in a good state of mind to open the academic conference.

Separate meetings. Following a few brief explanations from the leaders, the students and faculty meet separately to determine important conference topics. This separation is based upon the opinion that the students should have an opportunity to determine what they consider important, without faculty influence.

Presentation of selected topics. When a given time has elapsed, both groups are brought together in the main conference room. On a huge blackboard the students are given the first opportunity to list their suggested topics for consideration. Every year the faculty is amazed as they notice that the students themselves have suggested nearly all the topics that were considered necessary by the teachers. Since the students instead of the faculty introduce most of the discussion topics, they naturally feel that they belong and are very important to the success of the entire conference.

Determination of discussion sequence. Next a vote is taken to determine the discussion sequence of the listed topics. In Linden's six years of experience there have always been enough suggested topics to extend the conference period from three days to over a week; however, no topic has ever been totally discarded. Topics toward the end of the list that are neglected because of time limitations are discussed at regularly scheduled follow-up meetings held during the term back at school.

Conference follow-up meetings. Reports on both completed and uncompleted work are taken back to the school. Some of the more important items from the conference are announced to the student body on the opening day of school. The class officers report conference topics directly to their respective classes and lead informal discus-

sions. These smaller groups tend to encourage individual participation and lessen the barriers to free expression on the part of the students. As many of these discussions as possible are held at the beginning of the school term.

Another important follow-up aspect is the discussion of topics that could not be covered at Lake Tahoe. Discussion dates are posted and all students are invited to attend. New problems are often introduced during these meetings and are aired in a healthy manner.

Valuable Results

During the few years that Linden Union High School has used this technique, many valuable outcomes have been gained directly from the conferences. Some of these are briefly discussed here.

Appearance of the school and the immediate vicinity. Several years ago many students became exceptionally careless and dropped an excessive amount of debris on the campus and on the main street while going to and from town during the noon period. Since Linden is a small community and the students tended to use one route to downtown nearly exclusively, it appeared to the faculty that the situation could be im-

EDITOR'S NOTE

At a mountain lake a mile above sea level, students and teachers of Linden, Cal., Union High School have a three-day camp conference each year just before school opens in September. As a result, says Mr. Grassell, during the school year the students and the teachers tend to work together on matters where once they would have worked at cross purposes. And the discussions in camp have either solved or improved quite a list of school problems. Mr. Grassell, who formerly taught in the school, is now a graduate student in Oregon State College at Corvallis.

proved easily by providing a few garbage containers along the way. However, the students attending the conference had a fair insight into human nature. In addition to volunteering to clean the school area, they suggested that they be given the responsibility for "policing" the area behind the few who would neglect to make proper use of the garbage containers between the school and town.

After the general idea was enthusiastically approved by the students and faculty, the actual functioning of this plan was easily accomplished without disrupting any part of the school's regular program. Since one period is held each day exclusively for activities and no classes are in session during this time, it appeared logical at designated intervals during the activity period for classes to take turns in contributing their efforts toward improving the appearance of the school and the immediate vicinity. A fairly safe assumption of the effectiveness of this particular project can be based on the fact that it was essentially student proposed and planned.

Improvement in the assembly and pep rally programs. During one of the conferences the faculty was shocked to learn that many students had lost interest in the assembly programs and pep rallies, mainly because too many assemblies consisted of contracted programs, and the pep rallies no longer had pep. As a result of this conference discussion, contracted programs were limited to four carefully selected ones per year. This gave students an opportunity and an incentive to plan and perform in assemblies, and it provided a program that appealed to the student-body audience.

For the pep rallies, one of the teachers and his wife made a very clever lion's costume for the school's mascot, "Lindy, the Lion." Various members of the student body and faculty adorn themselves in this costume during rallies and games. An unbelievably high degree of interest and excitement has been created by trying to guess the person portraying "Lindy, the Lion."

Other results. Fortunately, the pre-term school conference has been responsible for solving many problems more serious than the two already mentioned. The students have always shown the same deep and sincere interest in solving all items listed on the agenda, whether they were in the category of entertainment, athletics, or academic problems.

Among the numerous and varied problems which have at least become less serious, if not completely solved, are activity periods, attendance, bus transportation, care of school property, discipline, extracurricular activities, grading, private cars, scholarship societies, study-halls, and many other school matters.

Like any other educational tool, procedure, or method, the pre-term conference is not intended as a panacea in itself; however, it is a real aid in the solution of innumerable past, current, and possible future school problems. The student-faculty relationships that are developed and the democratic processes which are introduced and applied during the conferences carry over and function on the campus, too. Ample evidence of this progress can be observed in situations where students and faculty work together rather than against each other in an attempt to solve various problems.

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All evidence supports the conclusion that the learning of a foreign language can be achieved more successfully by young children than by those on the threshold of adulthood. Various groups of young people in independent schools, when given the chance, have taken to language learning with enthusiasm and have done very well. The emotional block against language learning so often produced by our culture seems to appear first at high-school age and to grow more troublesome thereafter.—NATHAN M. PUSEY, reporting a recent meeting of the American Council of Learned Societies, in *School and Society*.

STUDENT TEACHERS:

The benefit is mutual

By EDWIN R. BOWMAN

FOR A NUMBER of years, the public schools of New Rochelle, N. Y., have sponsored a plan by which several neighboring teacher-training institutions have placed trainees in our classrooms for observation and practical experience. The arrangement, however, has not been confined to those colleges and universities within a small radius, for cadet teachers have come to us from as great a distance as three hundred miles.

The program is administered by the director of instruction, who deals with the proper authorities in the higher institutions and assigns the student teachers to regular staff members who are willing to work with them and are in a position to give real assistance. Also, the director follows up with personal visitation and lets the cadet know that the school system is definitely interested in helping him to make good and get the most out of the experience.

Having been one of the teachers frequently called upon to work with these trainees, I believe I can say with some authority that the benefit to the student teacher and the cooperating teacher has been mutual. I will agree with those who do not like having these cadets follow them through their schedules day after day and week after week, that it is an added burden to the normal teaching duties. It is true that it is easier and more time saving to proceed with one's teaching in the customary manner than to spend hours planning the work in collaboration with a cadet. But to balance the ledger at this point there is the possibility of having the cadet take over minor tasks that the cooperating teacher does not conveniently find time to perform.

There is the remedial work that can be done by the trainee in a corner of the classroom or in a free moment at some other hour of the day. Two years ago, five or six of my weak students were pulled through by my cadet, and I shall be ever grateful. At the time, I was handling my regular program plus an additional experimental class. Thus, I just did not have the time to work with these weak students as their status required. The cadet volunteered to do the remedial work at a time convenient to the students in question, and the arrangement paid dividends.

It is true that the cooperating teacher does not always acquire a cadet with the ideal personality. But through the years it is hardly probable that more than a small minority will rub one the wrong way.

In my twenty years of working with trainees, I have had only one student teacher assigned to me who definitely was a dead weight. (Fortunately, she chose a business career rather than the teaching profession.) For the most part, I have found the dozen or more practice teachers with whom I have worked a very pleasant lot, and I have enjoyed working with them. Their enthusiasm for teaching has been refreshing, and their willingness and eagerness to render assistance has amply repaid me for the small amount of strain I suffered by their presence.

Of course, not all trainees can carry the same amount of responsibility. Some are more mature than others—and some are naturally gifted. Some have initiative and clearly see where they might lend a hand, while others very frequently have to be

told. But, all in all, they are quite capable of sharing the teacher's burden of clerical duties and thereby making life a little easier for the cooperating teacher.

Some teachers, having certain standards to meet in skill subjects—or in the academic field having to prepare their charges for college examinations, or the equivalent—might naturally feel that the presence of a student teacher is a handicap to the work. But I still believe there is a place for the cadet in the teacher's program.

At the outset, the cadet teacher should be made to feel welcome. If he is allowed to feel that his presence is not desired, he will naturally be ill at ease and perhaps make himself as obscure as possible. His term of service will be an unhappy one, and the arrangement will hardly be profitable to either concerned. Not only should he be made welcome, but he should be made to understand that the arrangement is for the mutual benefit of both the experienced instructor and himself.

I remind my cadets that they have been in the teacher-training classes more recently than I, and that I expect them to give me the benefit of new ideas and techniques they have learned. I can honestly say that never has a beginner, because of this attitude of mine, attempted to tell me how I should do my job. During the weeks in which the cadet observes me at my duties

he has good opportunity of seeing that I know what I am about, and I have ample opportunity of gaining his respect by my demonstration of skill.

Yes, I have had the younger half of the team make good suggestions on a few occasions, but always in a modest and respectful manner. The usual procedure has been for the student teacher to ask me what I think of such-and-such technique, or whether I have tried a certain procedure. If I know the trick, I give my opinion. If the idea is new to me, I say so and ask the beginner for more information. Then, together we discuss the good and poor points of the procedure.

By this means, among others, the cadet acquires more confidence in himself, and he certainly respects me none the less for talking things over with him.

I try to display my very best teaching for the benefit of the trainee. I do not mean that I put on a brand new show each day. I simply mean that I attempt to acquaint my charge with all the good points I have learned about teaching during my years of experience. And I frequently give him the opportunity of asking questions about my methods.

Thus, during the period of observation, we really get acquainted. Hence, when he is ready to take over the total duties of teaching the classes which he has been observing, he has a very good idea of the manner in which he is to go about it. By that time, also, he knows the individual students by name and knows which ones have special problems.

I have found that it is usually a better plan to break in a cadet gradually, rather than to turn over the entire job to him all at once. For instance, I might have him take charge of a small portion of the work that requires very little effort, but which gives him a chance to be doing something with responsibility attached. Finally, when he does assume the entire burden he does not have that jittery feeling.

EDITOR'S NOTE

For the past twenty years, Mr. Bowman has been a cooperating teacher in whose classroom cadets get their practice teaching. And he is here to say: "I vote for the student teacher." He explains his methods of dealing with student teachers, which no doubt have something to do with the fact that he has always found the association enjoyable and mutually beneficial. Mr. Bowman teaches in the business education department of New Rochelle, N. Y., High School.

There is one more point of importance in this alliance. I believe it is the duty of the cooperating teacher to let his administrators know of a particularly brilliant "find." New Rochelle does not make a practice of employing all worthwhile cadets (it definitely does not want all its teachers to come from a few teacher-training institutions), but the administrators are interested in knowing about especially capable individuals so that due consideration can be given them.

I believe, further, that the cooperating teacher should take time to counsel the trainee with regard to possible employment or further training. This does not conflict with the role of the parent institution; it merely supplements it.

True, the practice teacher does mean more work for the teacher of experience, but I am one who says the arrangement is a necessary and profitable one in our professional program.

* * Findings * *

FAILURES: In 32 junior high schools studied by A. H. Lauchner, he reports in *California Journal of Secondary Education*, the average rate of failure in the schools was 2.65%. But the rate varied from 9% of failures in one school to "no failures" in 3. Generally speaking, the schools that pass pupils who have done poor work insist that they attend summer school.

Most of the principals and guidance directors in the 32 schools believe that as a rule pupils forced to repeat a grade show very little improvement. A smaller proportion of classroom teachers in the schools believe in a policy of moving pupils on, but Mr. Lauchner says there's ample evidence that they are coming around to it.

ATTENTION: A survey of the students in 5 lecture classes and 30 discussion groups at the University of Chicago showed that on the average, the students spent about two-thirds of their time thinking about the topic discussed or being lectured on. In the remaining third of the time their thoughts were "Irrelevant to the classwork." That's what

Benjamin S. Bloom reported at the Chicago meeting of the American Psychological Association, says *Illinois Education*. We gather from this that parents, truant officers, and other social forces can deliver only the students' bodies to the school. Then it's up to us to keep their minds there for as large a fraction of the class periods as we can manage.

SATISFACTION IN TEACHING: Roughly, almost half of the nation's teachers are enthusiastic about their work and almost half are merely "satisfied," according to replies of 1,748 teachers in more than 200 systems in 43 states, in a study reported by Francis S. Chase in *Phi Delta Kappan*.

This leaves a residue, ranging from 2.2% to 7.9% in different brackets, who are dissatisfied with teaching. After studying one of Dr. Chase's tables, we can give you the following odds: If your teaching experience is less than 3 years, your chances of being dissatisfied are 2½ times as high as those of teachers with 3 or more years' experience. (After 3 years you get used to teaching.) If you've been in the present school system only a year, you're 3 times as likely to be dissatisfied as you are when you've been there 2 or more years. (After 2 years you get used to the system.)

But on the contrary, the more salary you get the less you "get used to it." Teachers whose salaries are \$4,000 or more are 50% more likely to be dissatisfied than those who get \$3,000-\$3,999, and 75% more prone to dissatisfaction than those who receive \$2,000-\$2,999.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

GOOD NEIGHBORS:

Lakewood Junior High's "Exchange of Flags"
honors one Latin American country each year

By
C. H. WOODRUFF

THE CONSUL FROM Brazil, along with fellow consuls from fifteen other Latin American republics, sat on the outdoor stage in Pan American Park watching the colorful throng of students in gay Spanish and Portuguese costumes in their Festival of Dances. As the dances ended, the audience was alerted to the next scene by the high sweet notes of a bugle. Three Boy Scouts marched in and with due solemnity posted the colors of the United States.

The fifth annual ceremony of "The Exchange of Flags" between the Lakewood Junior High School (Long Beach, Cal., Unified School District) and a similar school in Latin America, the high point of two days of celebration, had arrived. Yesterday's speeches, colorful dances by the entire student body of eight hundred pupils, essay and costume contests, decorated rooms and corridors, and a two-hour long parade of officials and dignitaries with bands and marching units had been but preliminaries.

Today, the pupils of Lakewood Junior High School of the United States of Ameri-

ca and those of Escola Estados Unidos de America of Brazil were beautifully declaring their friendship by exchanging the symbols of their nations, their dearly loved flags.

Again the bugles sounded. To the strains of a quick march, twenty-one flag-bearers, each flanked by two girls in Latin American costumes, moved at spaced intervals to form a corridor of young people and flags. Down this corridor briskly marched two flag-bearers, for the final ceremony of exchange of the national emblems of the two nations.

The consul from Brazil and an official from the Department of State of the United States stepped forward and accepted the flags from the student representatives for the two nations. A student of Lakewood Junior High School then received the Brazilian flag. The Brazilian consul stated that a student in his land would in like manner receive the flag of the United States at the hands of the American consul at Rio de Janeiro on July 4, 1951.

The patrons of the school, who had seen but not participated in the ceremony of the exchange of flags, had their part in the festivities by entertaining the consuls and their wives in home luncheons and, at night, by attending a final banquet and dance for more than five hundred persons.

For five years the pupils of Lakewood Junior High School have been setting an example worthy of emulation. In 1946, they exchanged flags with Costa Rica. Then, year by year, they have followed up their original observance of good neighborliness by this simple act of giving and receiving the emblems of democracy with schools of Mexico, Bolivia, Argentina, and Brazil. Ar-

EDITOR'S NOTE

Each year representatives of a different Latin American country go to Lakewood Junior High School, Long Beach, Cal., for a two-day ceremony that culminates in an exchange of national flags between Lakewood and a school of the other nation, represented by its consul. Mr. Woodruff, who tells about the program, is supervisor of junior-high-school education in Long Beach.

rangements are already under way for next year's interchange of courtesies with a school in Chile.

The principal and faculty of the school time the annual celebration so that it serves as the culminating activity of a ninth-grade social-studies unit entitled "Our American Neighbors." "The study of the Western Hemisphere," to quote from the unit, "lends itself to color, pageantry, and dramatization. Teachers should capitalize on the adolescents' love of pageantry and drama to interest them in the unit, and should encourage them to express their interest through music, dance, drawing and painting, dramatic portrayal of life in the various countries, story and verse, as well as through such activities as discussions, reports, etc.

Teachers, pupils, parents wholeheartedly accepted the advice of the writer of the unit. It's more fun as well as better learning to memorize the national anthem of Brazil in Portuguese and sing it so well and sin-

cerely as to bring tears to the eyes of Brazilian guests than merely to read about it. It is easier to know Brazil by way of an enthusiastic speech by a consul from that land than merely to read about it in a textbook written five to ten years ago.

An essay contest based on information gained from the latest motion pictures in color, shown by a representative from Brazil or other nations, adds inspiration to culling information from books for a written report.

Composing songs to give impressions of a newly discovered land is more exhilarating than trying to write a poem to spring.

These pupils of the Lakewood Junior High School, as they meet and talk with men and women from other lands, languages, and customs, learn that people are much alike wherever they may live. They are learning to understand as well as know. They are becoming a promising hope for better history.



I Wouldn't Propagandize for the American Way of Life

"Certainly it is a gross perversion not only of the concept of loyalty but of the concept of Americanism to identify it with a particular economic system . . ."—Henry Steele Commager.

"Communists are not opposed because they believe in government ownership of the means of production, distribution, and the means of exchange, but because they are agents, spies, provocateurs for an alien power, for a government that uses propaganda, infiltration, and corruption as a means of military conquest."—George E. Sokolsky.

In a day when many people seem to think the social-studies teacher ought to make it his business to "sell" the "American way of life" what would I do if I were teaching a social-studies class?

First of all, what wouldn't I do?

I wouldn't propagandize for the American way of life.

I don't know what it is.

The Belfast and Mooshead railroad and the Bangor and Aroostook railroad are both American though one is owned by a city and one by a group of stockholders. The family farms of New England,

the vast ranches of Texas and Nevada, and the sharecropper plots of the deep south are all American. The TVA and CMP are both American.

Expressions like the "American way" give you a nice feeling, but they mean whatever you want them to mean.

I wouldn't propagandize for capitalism, or free enterprise, or socialism.

In fact, I wouldn't propagandize at all.

I would try to inoculate my pupils against propaganda. I would bring in the films and pamphlets of the N.A.M. and place them beside those of the C.I.O. And in accordance with the suggestions of Superintendent R. H. Ostrander, of Mineola, N.Y., who wrote an article for the October CLEARING HOUSE, I would make sure that the stuff was labeled. I would hope my pupils would learn to look for evidence and weigh it, that they would note who said something and what was his competence and his interest.

If they learned that, they would know more than their fathers have learned.—CLYDE RUMELL, Editor, in *The Maine Teacher*.

A reply to J. N. Hook:

IT TAKES GRAMMAR to Produce Literates

By JAMES GULICK

DR. J. N. HOOK, associate professor of English at the University of Illinois, reported on the evils of teaching grammar in an article entitled "'Stranulelessly I Decompose the Sentence,'" published in the September 1951 issue of *THE CLEARING HOUSE*. He identified himself with an ignorant pupil who wrote of "stranulelessly decomposing the sentence." He concluded that "billions of pupil-hours are being wasted" by teachers who give the grammatical background but never get down to making practical applications.

After reading the article I made a survey of English textbooks issued by leading publishers. Although a few of these textbooks dated back almost to World War I, every single textbook had a practical application in usage to accompany each lesson in grammar fundamentals. To illustrate, the lesson on nouns gives help in the capitalization of proper nouns; another usage lesson explains how to tell when a collective noun is singular and when it is plural in number. In other words, if a teacher did straight textbook teaching he would still be teaching usage.

If anyone were to attack the logical methods of teaching mathematics he would be set down as a crank, because trained technicians must gain knowledge in this field rapidly in these days of preparedness. Then why should anyone be ashamed that grammar—the science of language—is taught in his school? I notice that Dr. Hook capitalizes (although his pupil does not) correctly. He also affects good usage, correct spelling, precise sentence structure, and proper punc-

uation in the non-quoting parts of his article.

Apparently, Dr. Hook feels that students should discuss and grade compositions: "In time 'between you and me' will no longer seem wrong." Learning English by ear may be good until the pupil reaches the "age of reason." Then he should be given reasons in the form of the science of language; namely, grammar.

If the pupil studies grammar when he has "grammar readiness" that study has real appeal. When he passes the period where he would have learned grammar, it is hopeless to require correctness in the fundamentals from him. There still might be some hope of teaching him how to read; and reading, conversation, and a study of films might glamorize his last year of high-school English.

Recently the California Association of Teachers of English had its Central Section meeting in San Rafael. A panel discussion was held by the elementary-school, junior-high-school, senior-high-school, junior-college, university, and trade-school representatives. The main point brought out was prosaic enough: the fundamentals of good English usage were taught by all. We discussed the writing of our students and told about our problems.

To be able to report on where my high-school freshmen needed to improve I went over a set of their book reports, covering three classes. This is what I found. Nearly every major and minor category of English error had been touched. I shall quote some examples, for I think we should be inter-

ested in the communication of our young people in clear English rather than in the double-think of *Newspeak*:

"He discovered that microbes were making their silkworms *died*." Here the imperfect form of the verb is used for the infinitive, "die." The boy thought he was right when questioned, because "*discovered* is past." You can see that he was groping for a knowledge of grammar (of which he had been deprived).

"Whom does Adrian claim built the West?" is a sentence showing that the student had a need to know something about nominative case. Young people will clamor for reasons at the junior-high-school level. A twelfth grader would slur over such a sentence unabashed before the whole school in assembly.

"There were attacking Indians." "There" has been misused for "they" by the careless for a long time. It sounds all right, but it does not say what Mickey intended. He needs to learn the parts of speech well enough to be able to distinguish a pronoun from an expletive.

"Four of *are* little ships came into port." Do you know of anyone who can distinguish a verb from a pronoun who makes this error?

"At what zoo is Belle Benchley director?" How can one learn the correct idiomatic use of prepositions if he can't tell a preposition when he sees one? Moreover, how can he use the handbook on prepositions if he can't identify a preposition?

"Four zoo inmates were Woody, the beaver; Marie, the Tapir; Bum, the condor; and Mbong, the gorilla." The pupil who wrote this sentence attended a rural elementary school where punctuation is still being taught. He did not refer to the semicolon as a "double comma" either. The gobbledygook of "ing word," "picture word," "to-phrase," and "if-clause" should be regarded as beneath contempt by anyone who considers himself an English teacher.

"There was *and* epidemic." Carelessness? He had heard of neither the indefinite article nor the conjunction.

"What *happen* when the blizzard came?" Wrong tense forms show up much more frequently than they did. I have noticed this mistake made by students on the assembly stage. The sad thing is that this mistake is also showing up too frequently in the business letters of our graduates in the commercial field, and our course in business English now contains a unit strong in grammar fundamentals.

Would you teach paragraphing? Examine this specimen:

When they started they met Old Bill. He told them a blizzard was coming. They couldn't make it back in time. They lit a fire. They camped there.

Rather babyish, isn't it? By the end of the year this boy learned to write sentences containing subordinate clauses.

"They rubbed two sticks together *like* the Indians used to do." An English major hastily scanning her thesis asked whether "like" could be used as a conjunction. She knew the terminology well enough to be

EDITOR'S NOTE

Teachers waste "billions of pupil hours" when they deal at length with the mechanics of grammar instead of teaching its practical uses more briefly and sensibly. That's what J. N. Hook charged in "Stranulesly I Decompose the Sentence" in the September 1951 CLEARING HOUSE. Mr. Gulick holds that much of this allegedly wasted time actually is devoted to practical usage—and that to shorten the time now devoted to grammar as it is being taught is to turn out graduates who are something less than literate. So we have a two-edged controversy here, over how grammar is being taught, and over the amount of time that should be devoted to it. Mr. Gulick teaches English in San Rafael, Cal., High School, and is treasurer of the California Association of Teachers of English.

able to use an English handbook. The grammatically ignorant high-school freshmen could not use such a handbook. In fact, I tell them freely what good usage is as I glance down the first drafts of their themes. I've seen such pupils grope too often.

"Dr. Carver met Henry Wallace when *he* was a teacher at Iowa State, and he was playing in the mud." If a pupil doesn't know what a pronoun is, how can he understand what is meant by a pronoun's having no reference or split reference?

"They wouldn't *loan* to him." When Kermit looked "loan" up in the dictionary and saw "n." (for noun) it just meant that "loan" was there and all right to use—he doesn't know what a verb is either.

"James Watson Clark's profession was (that of) minister." Should a pupil study unity in order to detect an incomplete comparison when he has made one? I believe in naming these composition errors. To name them is to teach grammar.

"In the bird world the male is the *most* colorful of the two." Someone had been listening to too many fistic upsets hailed by that old bromide, "May the best man win!" Are comparative forms of adjectives to go the way of the noun "contact," which many misuse as a verb?

"The first prison was on a barge off of Point San Quentin." Shakespeare used the double preposition, but English is a live, growing language that has improved since his time.

"A Dutchman was the first man to see a microbe, named Leeuwenhoek." When I asked Bob about the misplaced modifier he said he wanted me to know that he remembered the scientist's name. He could

see that the modifier was out of place but still believed that the comma after "microbe" obviated the error.

"Where was Benjamin Franklin *raised*?" Errors like using "raised" for "reared" are errors in diction that disturb educated people more than errors of any other sort. It does anyone good to go over the diction section of his favorite English handbook occasionally.

It is not necessarily being a purist to believe in correctness in writing. Alexander Woollcott used to shout "Humpty Dumpty!" at those who called him a purist. Good English habits are part of one's personality. If shoddy expression is not corrected, the teacher is doing poor work, whatever his subject. If a college graduate does not use the language of an educated person, his poor language patterns place a discount on his formal education. The self-taught man who uses the language of an educated person is, *ipso facto*, generally accepted as educated.

At the 1951 Asilomar Conference of the California Association of Teachers of English a university professor who had been teaching a course in freshman composition where grammar was handled very casually told me that he is now teaching with a fairly strong text from the grammar standpoint *written by Dr. J. N. Hook*. When the fundamentals of English begin to crumble or are cast aside, we need pretty firm structuring to repair the damage. The study of grammar provides the concrete and steel. The pupils who made the mistakes cited in this article learned to write at a higher level through the study of grammar, always accompanied by usage. Let's quit damning—the science of language.



"Actions speak more loudly than words"—such an opinion can be aptly applied to a school's statement of philosophy. However, there still exist certain advantages in having a school put its educational philosophy down in black and white, despite the fact that the words may not always resemble the educational program functioning in the school.—

S. A. MOORHEAD in *Mississippi Educational Advance*.

REWARDS

*Let's be sure the punishment
isn't received as an accolade*

FOR MISBEHAVIOR

By
GLEN RASMUSSEN

HAVE YOU EVER heard a teacher say this? "Bob, that was a nasty thing to do. Never poke a ruler at anyone. Just to teach you not to do things like that, here's a candy bar. Now I hope that's punishment enough."

That would seem to be a strange prescription for punishment. More likely, the teacher would make out one of the old standby prescriptions, such as staying after school, writing words on the board, standing in the hall, or composing a theme on "Why rulers should not be poked in the classroom." Why are these punishments used? Perhaps it is because teaching is one of the most difficult jobs in the world, and the poor teacher can't think of a real solution.

Punishment in the schoolroom is more ambiguous than most teachers realize. It must be considered not only from the teacher's point of view, but also from the student's. Often that which is recognized by the teacher as punishment is not seen in the same light by the student.

An example of this is the boy who as a punishment for classroom misbehavior was put into a dark cloakroom. There the boy sang, laughed, and seemed to enjoy a lively conversation with himself. Upon his release, the teacher was surprised to note that the boy was neither angry nor embarrassed. It was obvious that this boy actually enjoyed what the teacher had meant to be a punishment.

It doesn't take much perspicacity to see that the punishment was not a success. The difficulty, however, is that many teachers lack the insight to see that most of the

common punitive prescriptions fail almost as badly.

Let us return to Bob, the ruler pocker. Here is a brief outline of the action involved.

Action: Teacher sees Bob poking his neighbor with a ruler.

Punishment: Bob stays after school and discusses "ruler poking" with the teacher.

Teacher punishes because:

Such behavior disrupts the classroom and leads to further misbehavior.

If Bob gets away with it, others will misbehave.

It may be an emotional release for the teacher. (That's just too much—these kids have been terrible all day.)

Retribution—Bob may be a chronic thorn in a classroom where roses are conspicuously absent.

Not because:

It hurt Bob's neighbor.

He is worried that Bob will "go bad."

He has any hope that it will really cure Bob of future misbehavior.

The punishment selected is designed to:

Make Bob sorry he did it.

Keep him from doing it again.

Keep other children from doing likewise.

The punishment actually may:

Reward Bob by giving him some much desired recognition from his peers.

Create a further need for misbehavior in Bob by aggravating those conditions which cause him to misbehave in the first place.

Create added emotional tension in the teacher by increasing his work load and general sense of aggravation.

Make ruler poking a classroom sport.

When interviewing critic teachers, principals and superintendents in search of new teachers usually put this question first: "Is he a firm disciplinarian?" Perhaps they are perfectly right in believing that to be of primary importance. "Twenty-five per cent

of the teachers who fail, do so primarily because of troubles growing out of discipline."¹

The teacher who sets out to get "perfect discipline" from his class has truly selected a herculean task. If he succeeds in achieving that discipline, he is blessed with extraordinary talents for which his pupils will heartily dislike him. Many teachers are in a position where they can exert a great deal of power over children. No matter how unscrupulously the teacher may use that power, it may be very difficult for him to devise any real punishments at all.

"One boy was told by his teachers to do something, or not to do something, 325 times over a period of five hours. He was addressed individually by these teachers an average of 65 times an hour."² Would any child provoke teachers this often unless he was getting some sort of satisfaction out of it? The teacher disliked by the class as a whole may be dealing out punishments that are, in reality, rewards. This can be illustrated best with a personal anecdote.

While attending an elementary school in a large middle-western city, I had the misfortune to be trapped for six hours each day with the scourge and terror of the school. As assistant principal she felt it her duty to supervise the discipline of all the classroom teachers. Each morning she made her rounds, wearing rubber-soled shoes—uncommon at that time—leaving her class meanwhile with a large quantity of arithmetic problems which had to be completed by the time she returned.

We were all scared to death of the woman but, of course, we didn't keep silent once we knew she was out of earshot. Quite often upon her return she would go through the class, one by one, and ask, "Did you talk while I was out of the room?" The

unanimity of the responses was a tribute to her disciplinary aims.

One day about a dozen of us decided that we would throw caution to the winds and be truthful at the next inquisition. When that occasion arose, I was the first of our group to be questioned. I admitted that I had whispered in her absence, and during the third degree I steadfastly refused to tell her whether or not the people I talked to had continued the conversation. What's more, I like to believe that I looked the old dragon straight in the eye when I answered her.

Of course, this teacher was an excellent disciplinarian—certainly the "firmest" I have ever had the misfortune to meet. Needless to say, her wrath fed upon itself to the extent that it would have been positively foolhardy for anyone else in my group to have confessed participation in my heinous crime.

I don't remember what the punishment was. In any case my reward far outstripped any punishment involved. For one day I was a social lion—king of the class. What's more, no one thought more highly of my bravery than myself. If I were to go back and thank that teacher now, I'm sure the poor woman would be completely mystified as to the nature of the reward she gave me.

If one cause alone could be selected as the reason for teacher failure, it seems to me we would have to select this one: *Perception of the classroom as the total frame of reference*. Many of us forget that each child brings to the classroom a multitude of perceptions and habits acquired in the home and on the streets. When 35 out of 36 children say "yes ma'am," it is difficult for the teacher to understand why the thirty-sixth says "yeah." Certainly the rude child knows that "yes ma'am" is the polite usage, but he doesn't see that it makes any difference. No one has ever placed a premium on good manners, either in his home or in his gang.

Now let us assume that the teacher or

¹ E. J. Brown, "Punishment—Fourteen Rules for Handling It Out." *The Clearing House*, February 1949, pp. 345-47.

² Harold Anderson, "Studies of Teachers' Classroom Personalities." American Association for Applied Psychology. Stanford University Press, 1945.

the child's classmates have convinced him that "yes ma'am" is preferable to "yeah." Will the boy automatically respond with the preferred usage? Probably not, for habit will be too strong for him. Have we any reason to believe that it will be easier for the child to break a habit than it is for an adult?

For many years most of our teacher-training institutions have been emphasizing the fact that behavior is caused. Yet many of our teachers continue to disregard those factors outside of the classroom which form the child. M. L. Hayes has made a study of the classroom disturbances of eighth-grade boys and girls. The major findings were these:

For all groups of pupils the chief purpose of disturbing behavior, as expressed by the children, was to relieve frustration from previous happenings. Teachers thought that the chief purpose of children's behavior was to get attention and approval.

Methods used by the teachers were usually superficial and punitive; they were aimed at removing the disturbance rather than aiding the child to solve his problems.³

The classroom is a group situation, yet most of our teaching methods still follow the old master-and-pupil style in a multiple one-to-one relationship. It is to be hoped that someday the average class will be treated as a group, and that that group will be guided towards an actual knowledge of the motivations of human behavior; thus when the group members see a child act in a manner unacceptable to the group, they will realize (along with the teacher) that the child needs some help in order to make the necessary adjustments.

More than once I have heard a teacher make some remark to this effect: "He's just naturally an exhibitionist. He'll do anything to get into the limelight!" What a nice logical ring to those words! There is only one difficulty. If some children are show-offs by nature, then others must be

EDITOR'S NOTE

The safest way to devise punishments for students is to view the possibilities with a child's eye, warns Mr. Rasmussen. Then you are likely to avoid that pitfall of the unwary teacher—a retributory measure that the devious student mind accepts as an honor or a pleasure. So to the advice of the Gilbert and Sullivan song—"let the punishment fit the crime"—Mr. Rasmussen adds "and also fit the child." He was formerly an assistant professor at Georgia Teachers College and is at present a Ph.D. candidate at the University of Michigan.

kind by nature and still others mean by nature, and where does it all end? What is to be done with those who are ugly or stupid by nature? The statement simplifies every facet of the teaching profession, but at the same time makes it a useless one.

Teachers often encounter a student who misbehaves in the face of a known punishment. Whether a child recognizes his own motives or not, he feels that the pleasure of the act overbalances the pain of the punishment.

I once talked to a little girl who was giving a student teacher a good deal of trouble. The child admitted that she misbehaved because that was the only way the teacher paid any attention to her. She was badly spoiled at home, and felt that in school any sort of attention was better than none at all.

Let us return to Bob, the ruler piker. What is the poor teacher to do? How are we going to stop this ruler poking?

By not regarding the class as a social group the teacher is throwing away his most important disciplinary tool. All classrooms contain social cliques, or groups. If the best groups can be enlarged—if the best group becomes so attractive that every member of the class wishes to become a member of it, and if the teacher is accepted by the group

³ M. L. Hayes, "Study of the Classroom Disturbances of Eighth-Grade Boys and Girls." Summary in *Teachers College Record*, October 1943, pp. 51-54.

as a valuable group member—then the teacher's discipline problems will be, for all practical purposes, nonexistent. The group will discipline itself and the benefits of group membership will be withdrawn from malcontents. If the teacher can help the group to understand that each withdrawal from their ranks decreases the group strength, the group will help that person to make the necessary adjustments to bring him back into the group.

This is a difficult achievement, and often the teacher will have to employ great skill in bringing it about. Many times the teacher will have to act as a buffer between individuals and the group. The fact that such a situation can be brought about, however, has been demonstrated over and over by our best teachers. This "group oneness" is easier to accomplish in dealing with athletic teams, bands, and other specialized educational groups, but an exceptionally warm and skillful teacher could develop it in the majority of our classrooms.

This concept of social groups explains why the members of one classroom clique never seem to misbehave. Misbehavior by

one of these members would result in a loss of status within his group. On the other hand, we must realize that the members of some classroom cliques must irritate the teacher or lose status within their group.

Until the desired group situation has been brought about the teacher will continue to have discipline problems. It is unavoidable because no problem or project, whether selected by the teacher or the group, can be made more attractive than all other behavior for all of the children all of the time.

In the meantime we will go on rewarding misbehavior, sometimes with good results, more often with poor ones. The child who would be rewarded the highest for misbehavior is the one who would antagonize the unpopular teacher the first few days and then gradually conform to her standards. His classmates would all know his name, and one and all would regard him as a worthy fellow. His teacher would give him enough personal attention and would eventually give herself the credit for transforming him into a person acceptable in her society.



The "Gradual Retirement" Plan of Brazosport Schools

For some time, the administration [of the Brazosport, Tex., Public Schools] had been concerned over the way in which teachers had been separated from their jobs upon reaching retirement age. Such a complete change makes adjustment difficult, both emotionally and financially. Realizing that no teacher suddenly reaches the point where his value to the school is reduced from the maximum to absolute zero, except in cases of death or dismissal, the board adopted a program for *gradual retirement*. The plan is voluntary at the age of 61 and compulsory at 65.

If a teacher decides to adopt the program at 61, he works five-sixths of the regular day and is paid five-sixths of his regular salary for three years. Then for the next three years, he works four-sixths of the day at four-sixths of his former salary. The schedule then drops to one-half day at one-half pay

for two years, and finally to one-third of a day of work at one-third pay for two years.

If retirement does not become effective until 65, then the five-sixths and four-sixths schedules are reduced to two-year periods.

With a program of this type, the teacher does not find himself suddenly at loose ends without anything to occupy his time. He has the opportunity gradually to adjust to more leisure time and to become accustomed by degrees to a reduced economic standard.

It is understood, of course, that at any time the teacher wishes, he may terminate his employment and go on the teacher retirement plan set up by the state. Retired teachers always may keep their school connections at Brazosport. They are considered a part of the faculty and may participate in any school activities.—*The Texas Outlook*.

BUSINESS LAB:

the junior-high OFFICE

By
KENNETH A. FULLER

OFFICE PRACTICE, through the cooperative-training program, is offered in many of the high schools in the United States. Many are of the opinion that an office-practice course is not complete without on-the-job training, at the same time realizing that industry can offer more practical training to the pupil than can the school. On the junior-high-school level, junior business training can take advantage of school opportunities to offer some basic and practical office experience as well as to provide a more efficient start in the high-school office-practice program.

Oftentimes, junior business teachers utilize the "let's pretend" technique in order to escape the routine assignments of a junior business textbook. Granted, this procedure functions for particular areas in a pupil's first introduction to business training. However, if your school is used as a business laboratory, business conduct can be learned through a pupil's experiences within the school.

For five years freshman boys and girls in the introductory business courses have acted as pupil secretaries at North Park Junior High School, Lockport, N. Y. Without being exploited, these pupils have practiced simple business procedures, learned business conduct, and have developed business attitudes in the educational process. Clerical opportunities, management outlets, and human relations have been opened to the adolescent in his last year of the junior high school.

Courses in general business, known as junior business, junior business training, introduction to business, and by other re-

lated titles, now serve as a foundation or background for the more advanced business subjects. Another important function of this ninth-grade course which is sometimes overlooked is that of providing exploratory and tryout experiences. Certain teaching units can be full of pupil activity with emphasis on the technique of "learning by doing."

While practical work is beneficial to pupils, it can interfere with class instructional periods, result in pressure on the business teacher, and exploit pupils. These negative results can be avoided by proper control and organization. Then too, duties for pupil secretaries should be within the capabilities of a junior-high-school pupil. Although our pupil-secretary plan is realistic, it is not intended solely to be along vocational lines. Most of the time of the pupil workers in the office is devoted to clerical operations, but this does not mean that introduction-to-business courses should devote all training to clerical operations.

Program in Operation

"North Park School—student speaking" has been a familiar phrase heard in the school office during noon hours as pupils take their places as office assistants while the regular office staff is not on duty. Those who wish to participate in this activity volunteer and then are selected for duty by the business instructor.

Two groups of ten pupils each are chosen to serve a period each week for a full semester. One pupil who has proved to be particularly dependable and efficient is designated as the leader of the group. It is his duty to make the daily assignment of workers, to

EDITOR'S NOTE

Junior-high-school students in the ninth-grade general business course can be given something corresponding to the cooperative-training program that is available to the commercial students in many high schools, says Mr. Fuller. For the past five years his school has had an extensive system of pupil secretaries who get experience while serving in many capacities throughout the school—particularly by taking over the duties of the regular office staff during the noon hour. Mr. Fuller is principal of North Park School, Lockport, N. Y.

select and assign substitutes, and to assume the responsibility of the office himself whenever necessary.

Training in office duties is begun in the regular classroom and is then continued by on-duty instruction. For example, the telephone provides an immediate learning situation for the development of telephone technique and the personality conditioning of pupil helpers. Through the courtesy of the local office of the Bell System, New York Telephone Company, detailed class instruction on the proper use of the telephone is made easier through the use of a teaching package: sound color film *Adventure in Telezonia*; film strip *How We Use the Telephone*; booklet for each pupil, *The Telephone and How We Use It*; the teacher's guide, *A Guide for Teaching Good Telephone Magic*; and two practice telephones and directories.

This material contains basic information on the skills necessary in the understanding of the correct techniques of handling telephone calls, taking messages over the phone, giving information over the telephone, and making appointments.

Individual instruction sheets for pupils who work in the office contain reference information on the pupil files, the use of emergency bells, location of materials in the main desk such as stationery and accident

forms, the staff mail-box plan, the master key file, and the use of directories for city and intra-school telephones.

As our school is equipped with the physical tools to a lesser or greater degree, the office offers a range of duties and business services. Regardless of the number or variety of business machines in a school office, the practice of simple manipulative skills is important. The mimeograph, liquid duplicators, mimeoscope, and adding machine get frequent use by the pupils in making programs and club notices, and adding and checking amounts for equipment and supply requisitions. Handling of incoming and outgoing mail by North Park pupils is considered a helpful service. Our mail delivery is made during the noon hour, enabling the mail to be distributed by pupil secretaries before the teachers return to their classes in the afternoon. Simple jobs such as addressing envelopes and comparing check amounts with invoices in letters to be sent out are looked upon as important tasks by the pupils.

Even the simplest filing is a basic business procedure. Pupils who are trained to do accurate, responsible filing realize the importance of finding material when needed. In the recent school census taken this school year, pupil secretaries were responsible for arranging the census cards in alphabetical order—an important step in correct filing procedure. Our frequent messenger and reception assignments teach pupils to carry out instructions to meet adults, and to do a complete job.

In the inventories of school supplies, checking and the issuance of forms, paper and the like, pupils give valuable assistance to the school staff. North Parkers gain experience in handling money through conducting ticket sales for some school functions, counting and wrapping money, and aiding with the weekly school-savings program. Pupil treasurers of school organizations are often business-class representatives. Under the Extra-Classroom Activity Fund

procedure of New York State, these pupils are responsible for handling school monies, issuing receipts and requisitions for activity funds, and they sometimes meet with state and board of education auditors.

Our pupil-secretary program is under the direct supervision of the teacher of general business, who keeps in close touch with his pupils. Both boys and girls have questions on various office procedures and techniques which arise from time to time on the job. Evaluation sheets are used in noting the pupil's progress in various areas of work. The participants in the business-practice plan receive a certain number of credits, determined by the All-School Council, toward the North Park School service letter.

In Conclusion

Junior high schools which use existing facilities for a pupil-secretary program aid the business teacher as well as the business pupil. By giving the pupil an opportunity to participate in a practical program, the try-out experiences bring a stimulating atmosphere to the classroom and a definite reason for the acquisition of certain facts.

Most pupils are enthusiastic about this

type of work and few become bored because of the variety of activities. Pupils who have served as office assistants usually have been sorry to have their terms end. Opinions expressed to the business teacher and through interviews by the school newspaper reporters have indicated that the pupil secretaries agreed they learned a great deal about office procedure, were better able to do business-class assignments, and had gained much in self-confidence and in the ability to meet the public. The pupils also were pleased to get some experience in the type of work they might someday be doing in later life.

In addition to having exploratory experiences and to gaining actual experience in fundamentals learned in class, the pupils render a service to the school and to the community. The school phone is "covered" during the noon hour for routine and emergency calls to teachers and pupils. Public reaction has been favorable, not only because of the telephone contact with the school at this time of day but also because of the courteous and efficient manner of the pupil secretaries. Thus, such a business-training plan results in another means for good public relations.



The Certificate of Merit Was on the Wall

It wasn't long before we were climbing more hills and turning abruptly off the road to reach the schoolhouse [the Mt. Olive School near Sharps Chapel, Tenn.]. When we stopped beside it, no one spoke for an instant. We just gazed up at it, a forlorn, shattered shell of an institution of learning, fit for kindling and nothing else. Every window was broken, one of the two entrances was a gaping doorway, and the gray outer walls, indicating two rooms within, looked ready to cave in. Then, quietly Mrs. Hatmaker was pushing open the door of the second entrance and we walked in.

The interior was even more startling. One room was not usable because of a table-sized puddle created by a hole in the roof. The other room had been the classroom for some twenty-five children of all ages, for whom there were some scattered desks, two wall maps, a calendar, and a pock-marked

blackboard whose surface defied the writing of so much as *cat*. Mrs. Hatmaker assured us that the teacher, generally a new one each year, used the rough-hewn table in front of the blackboard as her desk.

There was a stove, too, and a pail and dipper, but that was all.

Or, almost all. High on the wall in front of the room, sharing honors with the calendar as a picture, was a framed certificate of merit signed by the National Education Association and citing the faculty of Mt. Olive School for one hundred per cent enrollment in the Association. It was easy to imagine the lonely faculty of one, a bit bewildered and perhaps discouraged, setting her chin a trifle more firmly as she glanced up at this reminder of her belonging to a vast army to defeat illiteracy.—LIEBER ANKER in *New Jersey Educational Review*.

SPELL:

Society for the Prevention of Errors through Labor and Laughter

By NANCY WILCOX

DO YOUR STUDENTS write *there* for *their*,
principle for *principal*, *cemetery* for
cemetery, *here* for *hear*? Yes No.

Are the papers you correct abundantly
decorated with sp. . . . sp. . . . sp. . . ?
Yes No.

Has a parent ever asked you: "Why can't
someone teach my child to spell?" Yes No.

Do you allow your sense of humor to
serve as a teaching aid? Yes No.

If you have answered *Yes* to at least
three of the above questions, you are eli-
gible to become a member of SPELL—
Society for the Prevention of Errors through
Labor and Laughter.

Other associations for the prevention of
spelling difficulties have been organized;
SPELL claims that its uniqueness is its ap-
proach to spelling—an approach that com-
bines with Labor, Laughter—an approach
which emphasizes, not only seeing words,
but seeing into words.

To illustrate this method for attacking
spelling difficulties, let us examine the

words of the first paragraph.

There contains *here*, place; *THEIR*, *heir*, posses-
sion.

principle is a *rule*; *princiPAL*., a person, *PAL*.
cEmEtEry—one is always at ease (E's) in a ceme-
tery.

HERE, place; *hEAR* with the *EAR*.

The method is: look at and into a word;
ask yourself, "What cue can I find that will
help me learn the spelling of this word?"
Then use your imagination, your sense of
humor to discover a cue.

SPELL dares you to try out this technique
with your class today.

Have each student examine the words
that contain trouble spots for him. You may
be surprised to hear reactions as words are
searched for cues, as words are not only
looked at but looked into.

Albert confuses *cord* with *chord*. He
learns to associate *chord* with *music* and
sees that both have five letters, while *cord*
and *wood* each has four letters.

Edith has difficulty with the word
courtesy until she finds the word *court*.

The distinction between *compliment* and
complement is troublesome to Esther. "Oh,
compliment is what I like to hear."

Harold not only is frustrated with the
lesson in *grammar*, but with the spelling of
grammar (*grammer* to him). Then he sees
that with the omission of the *g*, *grammar* is
spelled the same forward and backward.

Helena never can remember whether
dessert has one or two s's. As she uses
SPELL's technique of seeing into words, she
finds that as food has two o's, so *dessert*, the
food, has two s's.

Henry continually writes of *Macbeth* as

EDITOR'S NOTE

Miss Wilcox invites interested read-
ers to become members of the Society
for the Prevention of Errors through
Labor and Laughter—in short, SPELL.
You become a member, apparently,
when you use mnemonic tricks in aid-
ing your students to learn to spell diffi-
cult words. Miss Wilcox classifies the
tricks into seven types, and offers ex-
amples of each. She is a graduate assist-
ant in the School of Education, Cor-
nell University, Ithaca, N. Y.

a Shakespearean *tragady* until he sees into the word and finds *trAGEDy*.

Several students ask, "Does *helpful*, *grateful*, *mindful*, end with one or two l's?" Inquiry shows that the only word ending in *full* is the word *full* itself.

Jud hesitates to give his cue when he realizes that *semester* contains all e's.

And so students continue searching, searching with *labor* and *laughter* for cues—a technique for inducing them to look at and look into words!

From the many cues discovered by members of SPELL the following classifications have been made. The examples are given as suggestions for you and your students.

1. Words within words:
laboratory—labor at
conscience—con science
foreign—reign
height—eight
arctic—arc
outrageous—out rage
catalog—cat a log
memorandum—memo ran
together—to get her
2. Rhythm cues:
mur mur
in con ven ien ce

3. Rhyming cues:
chose—hose
each—teach—preach—reach
4. Rules:
No word begins with RECCO.
The only words ending in CEED are: exceed, proceed, succeed.
5. Prefixes and Suffixes:
criticism—ism
authority—ity
courtesy—esy
illiterate—il
improvement—im, ment
6. Pairs of words:
alley, ally—alley is a *VALLEY* between buildings.
alter, altar—alter has the *ER* as in *verB*.
counsel, council, consul—counsel has the *E* as does *verB*; consul is a representative of the U. S.
stationery, stationary—station^{ERY} is *paper* and both have the *ER*.
7. Nonsense cues:
I *mainTAIN* the *CaptAIN* is *certain* he will climb the *mountAIN*.
accommodate—2 a's, 2 c's, 2 o's, 2 m's.
monotonous—It is monotonous with all o's.
miscellaneous—It is miscellaneous with all the vowels.

SPELL invites you to join its society as you develop your own cues to amuse, as you see *into* words.



English for 16 Senior Icebergs

Sixteen icebergs sitting in a row. The fraction that showed above the surface could almost be discounted. Beneath it lay seven-eighths of their substance—an emotional underworld of conflict and excitement, where they lived most of their lives. Those were my students. For years their teachers had dealt carefully with a fragment of their personalities—the shallowly responsive fragment that juggles classroom clichés and scraps of fact. I wanted to deal with the important part—that seething underworld where the personality wrestles with the problems it finds urgent and real. Then I could know that what we did in the classroom might gain the precious immortality of life beyond the 3:40 bell.

Starting from nothing—or from everything, depending upon how one regards students—I asked those sixteen graduating seniors to write down any

questions which had never been answered for them in school or out—questions about anything which deeply concerned them. One boy asked who had thrown the longest forward pass in football history; another asked how to write a business letter; one wondered whether there is a God. (No one asked how to avoid the split infinitive.)

A few questions turned up again and again: How do you know when you're old enough to get married? How much money will I need to start a home? What job will be best for me? What kind of education do I need to get that job I have in mind?

We discussed the matter and decided to study marriage and job problems. I felt that these were excellent frameworks within which my students could exercise and improve their language abilities. —HENRY M. BRICKELL in *The English Journal*.

Ironing Out the Problems of St. Paul's NEW REPORT CARD

By
JOHN WOOLEY

WHEN JOHNNY COMES marching home with his report card, he will do so with a lot more happiness and a lot less apprehension than in the past, if the report card that has been planned for him by St. Paul secondary-school teachers has the effect that they hope it will. The actual reporting system that has been developed by St. Paul teachers may not be as interesting as the method by which it was developed.

Up until recently, most secondary schools in St. Paul reported pupil progress to parents by the traditional grade mark in each subject. With one or two notable exceptions, marks were awarded with little regard for the child's ability or effort to master the subject matter. Nobody seemed particularly happy about the situation except the pupils who were blessed with special academic ability and their parents, who were able to get great vicarious pleasure from the achievement of their children.

As Mark Twain said about the weather, everyone talked about the need for better reporting but nobody did anything about it. That is, nobody did anything about it until last year and then everyone did something about it—teachers, counselors, parent-teacher members, and administrators. The whole process proved to be an interesting experiment in democratic group action and gave evidence that group action can produce definite results in a relatively short time.

Last year, to crystallize the general desire to improve our reporting practice and bring it more into line with present-day educational objectives, the director of secondary education in St. Paul, Mr. Glenn Varner,

requested that each school staff select three of its members by ballot to represent their school on an all-city report-card committee. The group which met at the central office included counselors, assistant principals, and principals as well as teachers, and was reinforced with PTA representatives and central office staff personnel. Needless to say, all degrees of conviction were also represented. The climate of the meeting promised to be bracing. It was.

To set the stage and introduce the problems inherent in the methods of reporting school progress, a round-table discussion presented in lively fashion the several current points of view on the matter of report cards. The round table was composed of seven people who were arbitrarily assigned parts or roles that they were to play.

One was to represent a parent who wished to maintain the old marking system in order that her child might continue to have a place in the sun. She was interested in sending her children "to an Eastern university." Another teacher was asked to play the role of a hard-headed business man who had employed a number of children from the schools and had discovered that the best workers were not always those with the highest marks in school. He knew that there were other things that were important besides high academic ability alone. Another person was to play the role of the teacher who goes along with all the fads and frills as they are introduced in the school and who considered the new report card as another fad with which he would be willing to agree rather than to have any controversy. Other roles were similarly assigned.

The panel members met for a half hour before the meeting and had a lot of fun thinking about things they might say that would illustrate the points of view assigned to them. In many cases individuals were playing roles that were not at all true to their own feeling. The panel was introduced by the director of high schools and it was allowed to continue only long enough so that the humor of the situation as well as the typical clichés and the time-worn objections were brought out into the open. Then right in the middle of it all, the panel was interrupted and the conference got down to work.

The general discussion which followed made it evident that the script writers had their collective finger on the pulse of their school associates. The same points of view were later both vigorously defended and decried. However, definite areas for consideration were finally marked out, and, on a voluntary basis, each person was assigned to a committee to attack a particular problem. The committees elected chairmen and went to work. As the conservatives, the middle-of-the-roads, and the liberals went off together to enjoy that unanimously favored pleasure—lunch—it was evident that progress had been made.

The afternoon was given over to preliminary reports to the committee as a whole. Suggestions made from the floor were discussed and rejected or incorporated. By 3:30 the committee had agreed upon general recommendations to be reported to each of the individual schools for further consideration. And no tempers had been lost in the process!

Several weeks later the committee of the whole came together again. Each school staff had met and considered the several preliminary proposals. They had added to and taken from, and each school committee was ready with its report. By now it was spring and the urge to commune with nature was strong in every soul. In a moment of inspiration someone suggested getting

away from the academic atmosphere, and a summer camp not too far from the city, on a pleasant lake, was selected. The place was spelled Idahopi (which nobody could pronounce), but it turned out to be a lovely spot. The committee came prepared to combine business and pleasure, and in the process they combined so well that business became a pleasure.

The lodge was rustic and comfortable, and no one could possibly wear his academic propriety with too much reserve. The individual school reports were made to the obligato of a crackling fire in a huge fireplace. There was time after the reports for group dancing, a walk by the lake, or just sitting. An excellent supper conditioned everyone for an evening of work. The chairs were arranged in a circle, a chairman and a group leader were selected, and the group went to work. In the light of what had already been done in the way of preliminary investigation, suggestions were made and discussed, questioned, and argued until one by one proposals emerged and were voted upon. Before the evening and the fire were out, and with no observable emotional upheavals, several definite propositions were promulgated. Their importance was not so much that they were earth shaking as that

EDITOR'S NOTE

It sounds easy, the way Mr. Wooley tells it. There was no rush to bring out a "new-fangled" report card for the St. Paul, Minn., secondary schools. The matter of a more informative report card was approached gradually over a period of most of a year, through committees, a round table, suggestions from all of the schools, more committees—even a camp conference. So when the final form of the card was submitted to the faculties of the schools and the PTA council for a vote, most of the voters were pleased, and the new card won. Mr. Wooley is assistant principal of Murray High School in St. Paul.

they had been reached in a very democratic manner.

The committee had agreed upon two fundamental changes: (1) Youngsters should be measured in terms of their ability to learn. (2) A numerical or letter grade for subject-matter accomplishment was not enough. There were other points agreed upon, chiefly concerned with the mechanics of reporting. However, the important conclusion was that St. Paul secondary-school people needed a new approach to the vital matter of reporting pupil progress. We had developed and agreed upon one. There were a few stand-patters and undoubtedly some with mental reservations, but the will of the majority was evident.

The group left camp the next day with a definite feeling of accomplishment. It was indeed a double-barrelled feeling—for now everyone could also pronounce *Idahopi*. The school year was almost over. There was just time remaining to inform the staffs of the individual schools of what had been done. Then they were gone to enjoy the pleasures of that two-month re-inspiration time which pupils think is for pupils.

When the smoke of the first hectic September weeks of the next school year had cleared, the question of the new report cards came up again, and again the teachers in the individual schools were asked to take a part. The several proposals agreed upon at *Idahopi* the previous spring were presented, discussed, and finally voted upon.

Once more the whole committee met, this

time to hear the results of the city-wide poll. It was a satisfaction to learn that every proposal received a clear, favorable majority. The job now was to produce something concrete. Discussion indicated that a small group chosen from the whole committee could probably function most effectively in this matter. One method of selection, and then another, was suggested. It was finally agreed that each member by secret ballot nominate an administrator and four teachers. A committee of five was chosen from the three administrators and ten teachers receiving the highest number of votes.

The committee produced a card. It was submitted to the Steering Committee, which after some revision accepted it. It was then submitted to the committee as a whole, which also gave it a favorable vote. It has been presented to individual school staffs and the PTA council and has been generally well received. Last fall the new report card went into effect. It is not a cure-all. It has defects that only use will reveal. It will be modified. But it is a good step forward.

Most important of all, it is an honest product of group action. Democracy can operate in a school system. It is each teacher's and all teachers' handiwork. This article is meant as a report on democracy in action in a large school system.

The new report card will prove well worth the time and effort if it makes Johnny happier, and Johnny's parents, too.



Television Affects Vocations

Television is expected to become one of the ten major industries within the next five years and to eventually supply jobs for millions of workers. Video is generally thought of as a medium for mass entertainment, and currently this concept is valid. However, great potential for television utilization will be found in its specialized applications for commerce, education, government, and industry.

Educators should become familiar with some of the present and future applications of television

so that they will be well-qualified to advise young people in selecting career opportunities in this field. Sixty electronic job classifications in the technical and engineering areas of television have been listed with the United States Department of Labor. Add to these the numerous other crafts and the non-technical categories also being employed by the industry, and career-seeking students have a bewildering number of alternatives from which to choose.—PHILIP LEWIS in *Chicago Schools Journal*.

Everyone Remembers What the TEACHER WORE

By
HELEN W. ELLIS

WHAT SHALL I wear today?" Is this a complaint to be uttered only by teen-agers, or should we teachers ask the same question every day? Do the pupils pay any attention to the clothes we wear?

Believing that teachers would like to know the answer to this question, I made a survey among a group of graduate and undergraduate students from six states, representing both large and small schools. The time was the summer of 1951. The place was Northern Illinois State Teachers College at De Kalb.

The question asked was, "Do you remember any teachers because of the clothes they wore?"

Direct and explicit answers were forthcoming. Very few had to stop to think about the question and all seemed anxious to talk about it.

Only one person said that she didn't remember what clothes any teacher wore, that all she was ever interested in was whether or not the teacher wore a smile.

From the replies received, the following were selected as being typical of the others:

1. "My sixth-grade teacher always wore something with ruffles or frills on it. I remember that she made me feel as gay as she looked."

2. "My first English teacher in high school wore what seemed to be the same black dress every day during the whole year. Her class was just as dull as she looked."

3. "I don't remember what any teacher wore, but I do remember one who always smelled so good."

4. "Our geometry teacher wore a different tie every day for two weeks, and it was such

a welcome change from seeing the other men wear the same ties day after day. I haven't any idea if he kept his trousers pressed or not, but we surely liked to look for that different tie. It made him seem more human."

5. "I remember asking a teacher if she please would not wear a pin-striped dress, as it made my eyes dance to look at her in it. It was a new dress but she never wore it to class again. She told me afterward that she found out when she pressed it what I meant by saying the stripes 'made my eyes dance.' Another teacher sometimes wore a polka-dot dress that bothered our eyes if she stood in front of the class all period."

6. "My eighth-grade teacher had costume jewelry for every change of dress. She looked as if she really dressed to please us and we liked to please her."

7. "'Messy' is the only word I can think of to describe one teacher I'll never forget. I didn't feel that I learned anything because I could hardly stand to look at her, much less to listen to her. I don't remember what kind of clothes she wore but she never looked very clean."

EDITOR'S NOTE

Students are acutely conscious of what teachers wear and how they dress—and the memory lingers on, years later. This intelligence comes to us from Mrs. Ellis, who made a limited survey on the matter. Her report is devoted largely to some clinical notes on how teachers' apparel had affected her subjects. She teaches in Rochelle, Ill., Township High School.

8. "One of our grade teachers wore many different dresses but they all were a green of some shade or other. If only she would have varied the color once in awhile!"

9. "We loved to go to typing class because our teacher always looked like the business woman she was training us to be. She had three suits and such a variety of pretty blouses. I've tried to dress like her ever since."

10. "I don't remember any one particular teacher but I do remember looking for a flower or pretty jewelry. The teachers who

never dressed themselves up seemed as uninterested in everything, including us, as they were in how they looked."

From the evidence gathered it seems that pupils do watch the way we dress, and if so, shouldn't we dress so we will be worth watching? If variety is important in planning our work, so, it seems, should it be important in planning our dress. Instead of being too concerned about how the principal rates us, perhaps we should be more interested in how our own pupils rate us.



Recently They Said:

Fair Warning

... no group can properly insist that its doctrines or opinions be imposed upon the young in the American school.

The public schools of America belong not to boards of education, nor to teachers, nor to groups of influential citizens, but to all the people. No public school may withdraw from or neglect this relationship to the people who support it. School officials, teachers and parents, and the public generally, are partners in a common enterprise: to help each child develop into an independent person who can think for himself, reach his own judgments, choose his own goals, and play his proper part as an effective citizen. ...

An educational program that emphasizes these purposes has no place for an authoritarian blueprint, even though this be formulated by wise individuals or well-intentioned groups.—From a statement by the Faculty, College of Education, Ohio State University, printed in *Educational Research Bulletin*.

Here's Your Biography

If you plan to stay in the same system for 25 or 30 years, you can look forward to becoming an institution and passing through various stages of endearing titles. For instance, if your name is Betty Jones, you can expect to pass through the following stages: "Miss Jones," "Miss Betty," "Jonesy," "Old Lady Jones," and "Poor Old Miss Jones." Maybe the local newspaper will print a group picture of you and four generations of one family who have

been pupils of yours.—FRANK SISK in *Midland Schools*.

You Never Know

The English teacher, especially, must remember how many famous men were considered little better than fools in their youth, how many were expelled from school or ran away from home, how many spent their school days browsing in the library or mooning in the fields; and these reflections must make him humble about reducing human traits to rule and gauge.—ROBERT M. GRAY, quoted by ELIZABETH CARNEY in *Colorado School Journal*.

Health: Honored in Breach

Health is the cornerstone of all education. Yet research shows that our public schools and colleges do not, as a rule, have organized health programs.

Education has given lip service to the importance of health for years. As early as 1918, the seven cardinal principles of education stressed health as the number one objective. In 1935, the Educational Policies Commission reiterated the importance of health in the educational program. All recent statements of objectives by educational organizations have placed emphasis on health as one of the most important goals, if not the most important.

Yet, in a country where health is consistently emphasized as a major goal of education, only one man in seven was able to serve his country to his utmost capacity in its moment of greatest need. Of the 14,000,000 men examined for service in World War II, only 2,000,000 could meet all qualifications.—RHEA H. WILLIAMS in *The Texas Outlook*.

Events & Opinion

Edited by THE STAFF

PRAYER: As expected, the daily prayer proposed for all public schools in New York State by its Board of Regents has been encountering opposition. This department for January reported the proposal and gave the text of the non-denominational prayer suggested. The following reports on the situation are taken from the *New York Times*, the *New York Post*, and the *New York Teacher News*:

The first opposition to the daily prayer came from the Freethinkers of America, an agnostic organization which threatened court action against the Regents on the grounds that the plan violates the Constitutional principle of separation of church and state. Two Protestant church groups in Schenectady—the board of the First Methodist Church and the First Unitarian Society of America—declared that religious practices should be confined to the home and the church, and the principle of separation of church and state maintained. The Board of Rabbis of New York State objected to the plan, believing that it “would give rise to sectarian practices in the schools.” The Teachers Guild of New York City charges that the prayer is part of a nationwide movement “to break down separation of church and state”; that the plan “violates personality”; and that it “violates sound educational policy.” Other teacher and church groups have not as yet announced their stands.

A few school systems already have adopted the daily prayer, and many others are “still studying it.” One school system has adopted the unusual compromise of holding a daily thirty-second period of silence, with heads bowed.

CHRISTIAN SCIENCE: Under a new law, passed at the urging of Christian Scientists, pupils in New York State may be excused from courses teaching principles contrary to their religious beliefs. So under this law, says a news story in the *New York Post*, pupils from Christian Science homes are excused from health or biology classes, in which the theory that germs and bacteria cause disease is taught. Examinations in these courses have been prepared in two parts. All students must answer all questions in Part I, but only half of the items in Part II, in which any questions on disease will appear.

Dr. James Mandel, chairman of the health committee of the biology teachers, who oppose the law, states that it created a sectarian censorship. The Teachers Guild (AFL) has joined the protest. The

New York Academy of Medicine declared that the law would endanger public health, and stated that “It is unsound to permit any group to interfere with the process of education, especially the teaching of the fundamentals of biology and of public and personal hygiene.”

SUBVERSIVE CANDY: Every penny-candy vending machine in Wheeling, W.Va., recently was confiscated by the local police, reports the *New York Post*. Here's the story in the *Post*'s own words:

“The terror began last week with the discovery by Wheeling police that miniature geography lessons were mixed in among the bonbons. The very size of these messages (half the size of a postage stamp) was suspicious; most sinister of all was the revelation that some of the capsule geography lessons bore the hammer and sickle Soviet flag and the ominous message: ‘U.S.S.R. Population 211,000,000. Capital Moscow. Largest country in the world.’

“‘This,’ said City Manager Robert L. Plummer, ‘is a terrible thing to expose our children to.’ City fathers promptly stepped in to protect the bubble gum set from the knowledge that Russia exists, and that it's a big country.”

FREE LUNCH-PERIOD: A duty-free lunch period of not less than 30 minutes is to be provided for each full-time teacher in all California schools that employ two or more teachers, according to a recent ruling of the State Board of Education, reports the *Monthly Bulletin* of the Los Angeles, Cal., Public Schools. Some teachers have longed for such a noon period, free of duties and children, as a break in the school day. Others oppose it, fearing that the school day might be lengthened thereby.

LANGUAGE BOOM: In Somerville, N.J., all elementary-school pupils begin studying a foreign language in the third grade, and continue the study right through the elementary-school grades, says Dorothy Chamberlain in *New Jersey Educational Review*.

The children who enter the third grade one year begin the study of Spanish and follow it in succeeding grades. The next year the third-grade pupils similarly begin with French and continue it thereafter. Whether a pupil takes Spanish or French depends upon the year he hits the third grade. The 20-minute daily language periods were created by “chopping off a few minutes from other subject

fields." The local high school's Spanish and French teachers, by a little juggling of schedules, handle the elementary-school classes.

These students are expected to be ready for second-year foreign language when they reach high school. At that time the high school may divide its classes in the two languages into college preparatory and conversational. The plan is now in its third year, with third-grade pupils studying Spanish, fourth-graders French, and fifth-graders Spanish. Miss Chamberlain claims the following results:

The parents are interested "as perhaps no program has interested them in 20 years." And as for the pupils involved, "Their eagerness is indescribable." The final verdict, of course, won't be in for years.

SEGREGATION: It would cost the 11 Southern states that maintain segregated schools \$400,000,000 to provide equal educational facilities for Negro students, according to an estimate of Southern school officials given in recent press dispatches, reports *Alabama School Journal*. If the Supreme Court should uphold a recent Federal ruling, Southern states must provide equal separate facilities for Negro students, or admit them to white schools—or carry out their unlikely threat to abolish public education.

A recent survey in segregation states, says the *Journal*, showed that Negro school properties alone trail \$40,000,000 behind white school properties, in proportion to the enrolment of both races. North Carolina, "often regarded as the most progressive Southern state," values its white school property at 5 times that for Negroes, although Negroes make up about one-third of school enrolments.

SHAPE: Schools should be laid out to take care of the "social and emotional development" of children, according to the committee on school buildings of the Metropolitan School Study Council, which was quoted in the *New York World-Telegram and Sun*. To accomplish this, schoolrooms may develop odd and unusual shapes, the committee states. It suggests that a schoolroom "may take a hexagonal form, if it means better education for the pupils."

We agree with the principle, although just what a six-walled room is supposed to do for the child we didn't learn. Classrooms built in the shape of question marks would provide a nice theme of intellectual curiosity. But of course the boards of education are having a hard enough time getting a sufficient number of plain old four-walled rooms out of the taxpayers.

TEACHERS' HOME: Five years ago a former Seattle, Wash., teacher got the idea for a cooperative home for retired women teachers, says a North

American Newspaper Alliance dispatch. Today the Ida Culverson House is established as a residence for retired teachers in Seattle. The modern-style two-story house, set in a spacious lawn, is designed to allow expansion.

Among the features is a lounge which is a gathering place for prepared programs, such as motion pictures, entertainment by "local artists," or song fests. The well-stocked library accommodates canasta and chess players. The dining room has four-seated tables. And there's a snack room on the second floor with utensils for light lunches. Activities consist largely of sewing, knitting, weaving, painting, and writing.

Inquiries and applications have been received from many parts of the country, and there is a constantly growing waiting list. We are writing to inquire whether the residents would like a complimentary subscription to *THE CLEARING HOUSE* for the library.

HOMEMAKING, CO-ED STYLE: The old high-school home-economics "sewing and cooking" have been developed into detailed courses in homemaking and family living—and schools that offer such modern courses state that 30% to 50% of the junior and senior boys will enrol. That's what the U. S. Office of Education has found in a study of these courses in 39 cities and towns, according to its report, *Boys and Girls Study Homemaking and Family Living*. The chief fields of interest that are "recurrent throughout the courses" are: boy-girl relationships; clothing and personal grooming; every day food problems of the teen-ager; housing and repair of household goods; learning to understand children; living together in the family; looking toward marriage; personal and family finances; personality development; health; and vacation.

PUBLIC BOARDING SCHOOL: Challis, Idaho, High School is one of the uncommon U. S. public schools that furnishes room and board to students. It is, says Phyllis E. Williams in *Idaho Education News*, "the one and only high school" in a sparsely populated, mountainous school district of 3,200 square miles. The school buses have routes up to 85 miles long. They pick up outlying students on Monday, and return them on Friday for a week-end at home. The school maintains girls' and boys' dormitories with double-decker beds. From Monday to Friday the school offers regular supervision, meals, and lodging for \$25 a month. The school district pays all costs in excess of this amount. Until the numerous school districts of the 3,200-square-mile area were organized into one unit, parents in other districts who sent their children to Challis High School had to pay \$60 to \$70 a month for room and board in the town, without supervision.

Book Reviews

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

Developing the Core Curriculum, by RO-
LAND C. FAUNCE and NELSON L. BOSSING.
New York: Prentice-Hall, Inc., 1951. 311
pages, \$3.75.

On the basis of cultural changes and a more tenable psychology of learning, this unified discussion of the core curriculum moves rapidly to the heart of the school's and society's most urgent need: behavioral change in boys and girls for effective democratic citizenship. There is no compromise with outmoded theories of learning and the traditional subject-matter notion of curriculum. While grounded upon concepts that are fundamental and profound, the material presented here gets clearly to the why and the how questions frequently raised by those teachers and administrators who, though alert and sensitive, are still hesitant about curriculum innovation. Specific descriptions of procedures drawn from actual core classes make it "real."

The respective roles of teacher, administrator,

and community in a developmental program are themselves exemplary of the democratic process. Emphasis is on in-service education: the school staff applying the problem-solving method, necessarily drawing upon all available resources, to vitalize its program.

The core is no mere superficial re-arrangement of scheduled subject-matter courses; it is a curriculum organization permitting transition to the experience curriculum. This cannot be suddenly "launched." However, specific possible approaches and steps to be taken are cited for an emerging but dynamic program of curriculum modification. The core is "specifically concerned with the aspects of behavioral competencies that all should possess in some degree." The book is a definite guide for those with a yen for improving upon the way of doing things.

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Methods and Materials for Teaching General and Physical Science, by JOHN S. RICHARDSON and G. P. CAHOON. New York: McGraw-Hill Book Co., 1951. 485 pages, \$4.50.

How to get secondary-school students to do real experimentation on problems that they feel and for which they do not know the answer, how to utilize the rich possibilities of the science laboratory to teach reflective thinking, how to use individualized laboratory procedures without having students merely follow stereotyped directions from a manual, how to use effectively the demonstration, the field trip, visual aids and student projects and reports; in short, how to provide real first-hand science experience in the field of general education through the use of laboratory situations is presented for science teachers in this volume.

Part One gives usable, practical suggestions for method and technique in the laboratory. The simple, non-technical discussion of teaching for thinking through laboratory experiences is particularly noteworthy. The excellent chapter on providing and maintaining equipment should be a boon to the beginning teacher and to those who find them-

selves in teaching situations where laboratory facilities are limited and have to be improvised.

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By limiting it to a treatment of what student experiences can be provided in the science laboratory and what the teacher does to encourage and guide them adequately, the authors have materially strengthened their book. Objectives, subject matter, and evaluation are left to other treatises. Likewise, extensive discussion of theoretical background has been omitted. This is a how-to-do-it volume that should meet a need long felt by those who wish to use first-hand experience as a means of teaching general and physical science and scientific method to secondary-school students. It should be particularly valuable to prospective and beginning teachers in the area of general education in science. The experienced teacher and teachers of more specialized

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Asia in the Social Studies Curriculum, by LEONARD S. KENWORTHY. Brooklyn 10, N.Y.: The Author, Brooklyn College, 1951. 44 pages, paper bound, 50 cents.

This pamphlet fills a long-felt need. Designed for the use of elementary, junior-high, and senior-high teachers, it gives an excellent bibliography on the major Asiatic countries, listing usable, up-to-date filmstrips and films on Asia, together with the addresses of publishers and film distributors.

Included in the pamphlet is a commentary on the role of education in the present East-West crisis. The author believes that "the curricula of our schools and more particularly the social-studies curricula need drastic revision to allow for the increased importance of Asia in the modern world." Highlighted are some general aims suggested for teachers to guide them in selecting content and in determining what student attitudes to develop in a study of Asia. What must be stressed, he says, are the importance of Asia, the diversity of Asia, the

effect of geography and history on ways of living in Asia, contributions of Asia to the world, respect for Asians as people, the revolt of Asia and the reasons for it, the appeal of communism, reasons for admiration and suspicion of the U.S., and possible courses of action.

Kenworthy concludes with a plea for teaching selected parts of this ambitious program at specific points in the elementary and high school.

At 50 cents a copy, this pamphlet is worth infinitely more.

ROBERT FRANK
North Phoenix High School
Phoenix, Ariz.

Working Wonders With Words—A Practical Guide to Effective Speaking, by WILFRED WOMERSLEY. New York: E. P. Dutton & Co., 1951. 285 pages, \$3.50.

This book, while aimed at students of public speaking and members of speakers' clubs, will be helpful as well to "ordinary men and women who wish to become more articulate." In this age which seems to place a premium upon knowledge as an end in itself, it is comforting to find a speech text soundly proclaiming that knowledge is real power only when characterized by great scope, and when accompanied by an ever-inquiring mind, by strong



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Throughout, one is conscious that the author speaks from the depths of not only a wide theoretical knowledge of the arts and sciences, but also from platform experience. It is to be regretted that he speaks, only occasionally, of "tricks" of speaking; for the connotations of that word represent the converse of his sound, scholarly, eminently sensible

volume, which seems to say that the better speaker must be the better man.

PATRICIA McILRATH
University of Illinois
Urbana, Ill.

Pride and Prejudice, by JANE AUSTEN, adapted by OLLIE DEPEW. N.Y.: Globe Book Co., 1951. 325 pages, \$1.84.

Detailed descriptions have been omitted from this adaptation of *Pride and Prejudice*, rendering the novel altogether more readable and making the story move more quickly. However, the charm of Jane Austen is sacrificed to the rapid unfolding of the plot. Enough has been retained, nevertheless, as revealed through the frequency of the dialogue, to present each character as a distinct individual and to illuminate the domestic life of middle-class English society during the period in which *Pride and Prejudice* was written.

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BULLETIN BOARD NEWS

The February Clearing House Is Here

*The following excerpts are clues to good professional reading
in THE CLEARING HOUSE for February.*

Rawlings Junior High School in Cleveland, Ohio, has a plan to help smooth the road for the hapless substitute.—*Irwin Sokol*, p. 328.

... An in-service training workshop on Nuclear Energy and Radiological Civil Defense was held last year in the Los Angeles City Schools. The purpose of the workshop was to provide authoritative current information on the constructive and destructive applications of nuclear energy and the present preparations for civil defense.—*Blanche G. Bobbitt*, p. 334.

With facilities of the University of Utah available to its classes, William M. Stewart School has conducted experimentation with various devices in the teaching of French, with the resulting discreditation of some that were considered useful and discovery of others that, in our opinion, have a genuine future in the teaching of languages.—*Walter Hahn*, p. 337.

In the group dealing with the problems of achieving maturity, we have enjoyed the cooperation of ministers, social workers, psychiatrists, physicians, and other adults of the community who we feel can contribute to the pupils' understanding of what it means to be able to "live with other people in a democratic society."—*Bruce Allingham*, p. 345.

Creative expression is a nice literary phrase which has absolutely no meaning to a high-school freshman

unless—and it is an important unless—you put some teeth in it, unless you make the experience of creating a verse, story, or essay a concrete, worthy-time affair.—*Lee S. Peel*, p. 346.

Many vital and important decisions pertaining to the ensuing school term are made each year by the students and faculty of Linden, Cal., Union High School in a democratic atmosphere miles from the school site near the shores of picturesque Lake Tahoe—more than a mile in elevation. Naturally, these decisions could be discussed nearer home, but six years of experience have shown the value of holding these pre-term conferences away from the school grounds in attractive surroundings.—*E. Milton Grassell*, p. 348.

Punishment in the schoolroom is more ambiguous than most teachers realize. It must be considered not only from the teacher's point of view, but also from the student's. Often that which is recognized by the teacher as punishment is not seen in the same light by the student.—*Glen Rasmussen*, p. 359.

For five years freshman boys and girls in the introductory business courses have acted as pupil secretaries at North Park Junior High School, Lockport, N.Y. Without being exploited, these pupils have practiced simple business procedures, learned business conduct, and have developed business attitudes in the educational process.—*Kenneth A. Fuller*, p. 363.

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Cutting Failures in Math., Foreign Language	Arthur C. Hearn	323
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Intelligence and Cultural Differences, by KENNETH EELS, ALLISON DAVIS, ROBERT J. HAVIGHURST, VIRGIL E. HERRICK, and RALPH TYLER. Chicago: University of Chicago Press, 1951. 388 pages, paper bound, \$5.

A question of primary importance to every parent and teacher is the intelligence of the child in his keeping, for we live in America, where two world wars and an imminent third place at least rhetorical emphasis upon the worth and dignity of any individual. The book *Intelligence and Cultural Differences* is also concerned about the dignity of the individual, but substitutes science for rhetoric and research for obsolete thought and practice. It has been written for anyone who must take responsibility for grave injustices to children having differences in cultural status and being retarded or classed as "dull" because of them.

Not only do many educators question the so-called "basic intelligence" of the child, but differ widely in their interpretations of the term. The resulting discrimination has produced chaos within the school itself, with its over-confidence in standardized tests, "ability" grouping, and the salutary effects of retardation, punishments, and failures. It has, however, created greater damage to students as well as parents by developing life-long frustrations and aggressions.

Scientific information on the foregoing problems is long overdue. The book provides it, having as its purpose "the identification and preliminary analysis of the structure, content, and other characteristics of items which show significant discrimination between different status groups." No assumption is made that there "either are or are not 'genuine' differences in 'real' ability among them," or that the study provides final evidence either way. Research is limited to intelligence tests most generally used in our schools today, and to the intercultural differences among groups of white students only.

Questions like the following are points of departure for expert analysis:

1. What is already known about the relationship of cultural status and test performance? Is it true that low-status pupils are retarded from a half to a

whole year behind pupils of the same age from "better" homes?

2. How valid are tests whose problems imply experience known only to the high-status group? Do the standard verbal tests discriminate against low-status children, proving little educability and so justifying inadequate buildings, heavier class loads, and less effort on the part of poor teachers?

3. To what extent are I.Q. differences of varying social groups a result of flaws in tests themselves? Ought these not to be overcome by drawing from the basic experience of neither high nor low groups, but rather from general American culture?

4. Does a student possess educability solely on the basis of verbal intelligence, or does he have specific talents that can be trained for desirable personal and social ends? Does educability require primary emphasis on the memorization of textbook content and the development of limited skills in the three R's, or should it emphasize the development of a useful person who knows how to analyze problems, understand and appreciate social and personal values, and to make and carry out plans of action in the light of knowledge and values?

The reviewer wishes that *Intelligence and Cultural Differences* might be brought for discussion and forthright action into every school in America. Its research, not conclusive and authoritarian, but disciplined and questioning, leads on to truth.

SELMA C. BLESSIN
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Black Beauty, by ANNA SEWELL, adapted by EDWARD G. PUNKAY. New York: Globe Book Co., 1951. 341 pages. \$1.84.

It is regrettable that Mr. Punkay has used his time and effort in adapting a story which, in competition with modern animal stories, has lost most of its appeal for children. There are far better horse stories available today for children's reading which are lacking in the sentimentality evident in *Black Beauty* and which can give a more convincing portrayal of horses as animals. *Black Beauty*, of course, was one of the first stories of its kind and should merit consideration from a historical standpoint. But a horse that is conscious of human foibles is not in character, and a story consciously attempting to teach social reform is neither interesting nor enjoyable for the child.

The searching questions listed at the end, if used in connection with the reading of the story, would further deter a child's interest.

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GOVERNMENT FILMS: 3434 U. S. Government Films, by Searley Reid and Virginia Wilkins. Office of Education Bulletin 1951, No. 21. 329 pages, 70 cents. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Describes 3,434 movies, filmstrips, and slide sets that are, "insofar as possible," a complete listing of all films available for public educational use from all government branches, agencies, and corporations. Includes instructions for borrowing, renting, and purchasing each film.

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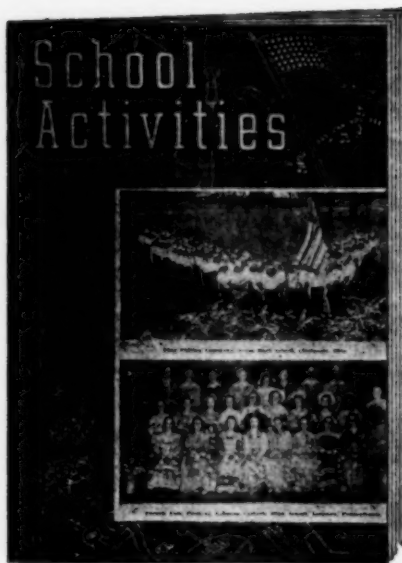
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